INDONESIAN CURRICULUM DEVELOPMENT: MEANING-BASED CURRICULUM AND COMPETENCY-BASED CURRICULUM IN THE CONTEXT OF TEACHING ENGLISH SUBJECT

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Abstract
Curriculum as the foundation of teaching and learning process covers subject matters and students’ learning experience from inside and outside of school. This article aims at describing Indonesian curriculum developments, which consist of Meaning-Based Curriculum (MBC) and Competency-Based Curriculum (CBC), based on theoretical dimension and practical dimension. Curriculum views as a theoretical dimension are underpinned by four models of curriculums that consist of (1) dualistic model, (2) interlocking model, (3) concentric model, (4) cyclical model. Meanwhile, English subject matter curriculum (ESMC) views as a practical dimension are based upon (1) thematic development in MBC, (2) syllabus development in CBC. Two theoretical dimensions of the Indonesian curriculum views describe (1) Concentric model is incorporated into MBC in the 1994 Curriculum and CBC in the 2004 and 2013 Curriculum; (2) Interlocking model is incorporated into CBC in the 2006 Curriculum. Three dimensions of ESMC views describe (1) Thematic development is incorporated into MBC in the 1994 Curriculum to develop students’ English skills and components based on selected themes, (2) Syllabus development is incorporated into CBC to develop students’ English competences by the 2004 and 2006 Curriculum; however, in the 2013 Curriculum to develop students’ core competences for character values that are attached in science and technology by Exploring English without adequately equipping students with English skills and components.

Key words: curriculum, meaning- based curriculum (MBC), competency-based curriculum (CBC), English subject matter curriculum (ESMC)

1. INTRODUCTION
Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (Republic of Indonesia law, no.20 year 2003).

Meaning-Based Curriculum (MBC) as the 1994 Curriculum (Lie, 2007:5) is based on communicative approach as a compulsory subject at general high school as students’ developing device in knowledge, technology, and culture (Decree of education and cultural Ministry .No. 061/U/1993).

English Subject Matter Curriculum (ESMC) for general high school in the 1994 Curriculum comprises the skills of reading, listening, speaking, and writing by emphasizing on the reading skill (Decree of education and cultural ministry. No.061/U/1993).

Three kinds of Competency-Based Curriculum (CBC) include the 2004, 2006, and 2013 Curriculum of which each ESMC in the 2004 and 2006 consists of four standards of competence (SC) :listening and reading to comprehend text and speaking and writing to express text, (Department of National Education, 2003 & Education ministerial regulation no. 22 year 2006).

In the 2013 Curriculum, meanwhile, comprises four core competences (CC), namely CC 1 for religious, CC 2 for social, CC 3 for knowledge, CC 4 for knowledge applications (Basic competence in the 2013 Curriculum,2013:7).

Olivia (1992:9-12&160-171) proposes four models of curriculum, which consist dualistic, interlocking, concentric, and cyclical model, underlying Indonesian curriculum models.
2. THE MODELS OF CURRICULUM: THEORETICAL DIMENSION

The curriculum models are based upon the relationship between curriculum as to “what” to teach including program and content and instruction as to “how” to teach including a method of instruction and teaching acts (Olivia, 1992:10).

Four curriculum models by Olivia (1992:9-12&160-171) cover (1) dualistic model, (2) interlocking model,(3) concentric model, (4) cyclical models.

Firstly, dualistic model describes that the curriculum sits on one side; meanwhile, the instruction sits on the other that can be depicted in Figure 1.

![Figure 1. Dualistic Model](image1)

The curriculum and instruction are not in jointed entities that illustrate little relationship between teacher’s classroom direction and master plan. This model shows the changes in curriculum on instructional process insignificantly affect one another.

Secondly, interlocking model describes that both curriculum and instruction are on integrated positions that can be depicted in Figure 2.

![Figure 2. Interlocking Model](image2)

Each component on the jointed entities implies no matter which element appears on the left or the right that demonstrates an integrated relationship between these two entities due to harm of the separation of one from the other.

Thirdly, concentric model illustrates curriculum-instruction in one component in the sketch and the other one in the subsystem can be depicted in Figure 3.

![Figure 3. Concentric Model](image3)

Model A describes curriculum on the sketch and instruction on the subsystem; but, model B describes instruction on the sketch and curriculum on the subsystem. These models show instruction in model A depends on curriculum; however, model B is subservient to global instruction.

Fourthly, cyclical model describes that curriculum – instruction relationship and instruction – curriculum relationship on the separate entities are linked with circular relationships that can be depicted in Figure 4.

![Figure 4. Cyclical Model](image4)
The instruction is made after curriculum; meanwhile, the curriculum is modified after instruction has been implemented and evaluated. This model shows each component is inseparable entities but a part of a sphere – a circle.

3. MEANING-BASED CURRICULUM (MBC): THE 1994 CURRICULUM

MBC is based on Decree of education and cultural ministry. No.061/U/1993 in which its aim is to provide students with the skills of reading, listening, speaking, and writing based on the selected theme by considering their interests, language development, vocabulary mastery, and grammar.

The emphasis, however, is on the reading skill which is equipped with grammar, vocabulary, and pronunciation to underpin the four English skills based on guideline of teaching program (GBPP).

Three bases in MBC comprise (1) meaningful approach, (2) model of guideline of teaching program (GBPP), (3) thematic developments.

Three aspects in meaningful approach include (1) linguistics for oral and written expressions, (2) subject matters for students’ needs and interests, (3) teaching-learning process for students and teacher as a teaching facilitator.

Models of GBPP development emphasize on the reading skill which is supported by grammar, vocabulary, and pronunciation based thematic developments as themes-based students’ needs to develop students’ knowledge, technology, and art that can be presented in Figure 5.

![Figure 5. Thematic Developments in MBC (the 1994 Curriculum)](image)

Six components in MCB developments include (1) objectives to suitable skills, (2) suitable theme (3) topic from thematic development, (4) communicative activities as learning process, (5) linguistic skill in vocabulary and functional skills, (6) text types.


The 2004 Curriculum contains a set of planning and organization of competence to achieve national objective in adjustable environment and school potency (Department of National Education, 2004:4).

The 2006 Curriculum known as School-Level Curriculum (SLC) is operational curriculum which is arranged and performed by each unit of school (Management of Director General of Elementary and Secondary Education, 2009:1).

The 2013 Curriculum is as a path from the 2004 and 2006 Curriculum of which each curriculum development consists of affective, cognitive, and psychomotor (Public trial of the 2013 curriculum, 2012:4).

The central standard development in the 2004 and 2006 curriculum is on the standard of content to promote students’ four English skills. However, in the 2013 curriculum, is on the standard of graduate competence to promote four CCs, namely religious, social, knowledge, and knowledge application (Jaya, 2013:85).

5. INDONESIAN CURRICULUM DEVELOPMENT TOWARDS DIMENSION OF THE MODELS OF CURRICULUM

Two kinds of Indonesian curriculum developments, which consist of MBC and CBC, are described as models of curriculum as a theoretical dimension.
In the model of MBC in the 1994, curriculum planner provides (1) thematic development, (2) the skills of reading, listening, speaking, and writing as well as grammar, pronunciation and vocabulary (from 2500 to 3000 words) (GBPP).

In the model of CBC in the 2004, the curriculum planner provides (1) standard of competences, (2) basic competences, (3) learning Indicators, (4) learning materials (the 2004 & 2006 Curriculum Comparison).

In the Model of CBC in the 2013, curriculum planners provide (1) core competences, (2) basic competences, (3) learning materials, (4) learning scenario, (5) time allocation, (6) learning resource (Basic Frameworks and Curriculum Structure 2013: 2013:13).

The theoretical dimension of MBC and CBC in the 2004 & 2013 describe Concentric Model A is incorporated in each model as depicted in Figure 6.

![Figure 6. The Curriculum Model of MBC and CBC (the 200& 2013)](image)

In the model of CBC in the 2006, the curriculum planners provide (1) standard of competence, (2) basic competence (The 2004 & 2006 Curriculum Comparison). The theoretical dimensions of CBC in the 2006 describes Interlocking Model is incorporated in this CBC that can be depicted in Figure 7.

![Figure 7. The Curriculum Model of MBC in the 2006 Curriculum](image)

The Interlocking Model describes curriculum and instruction are developed by schools (the 2004 & 2006 Curriculum Comparison).

6. ENGLISH SUBJECT MATTER CURRICULUM (ESMC) TOWARDS MEANING-BASED CURRICULUM (MBC) AND COMPETENCY-BASED CURRICULUM (CBC)

MBC provides English teachers with thematic development; meanwhile, CBC provides English teachers with syllabus development.

Thematic developments in MBC on model of GBPP describe ESMC develops four English skills and three languages components based on the selected themes are presented in Table 1.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Selected Themes</th>
<th>Functional Text and Language Components</th>
<th>Example of Functional Texts</th>
<th>Vocabulary List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides students with 500-1500 words based on themes to learn reading, listening, speaking, and writing, grammar.</td>
<td>• Education, • Clean Environment, • Family life, • Pollution, • Health</td>
<td>• Introducing self • Greeting • Felling of Proud • Apologizing</td>
<td>• Allow me to introduce myself • Good afternoon • I am proud of you • Excuse me for disturbing you</td>
<td>• Education: examination, lecturer, certificate, • Clean Environment: Dust, cleanliness, • Family Life: ride, divorce, father-in-law • Health: Drug, blood, injection, tooth</td>
</tr>
</tbody>
</table>

Five components of GBPP 1994 are (1) objectives for students' English skills and language components, (2) selected themes for students' science, technology, and art, (3) functional text for expressions and language components, namely grammar, vocabulary, and pronunciation, (4) vocabularies from themes.
Syllabus developments in CBC in the 2004 (Standard of Competence of English subject, 2003:25 & 29) describe ESMC develop four English skills based on text types are presented in Table 2.

Table 2: ESM in MBC in the 2004 Curriculum

<table>
<thead>
<tr>
<th>Standard of Competence (SC)</th>
<th>Basic Competence (BC) / SKILLS</th>
<th>Learning Indicators</th>
<th>Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and written communicating in an accurate and fluent language in interactional and monologue text dealing with narrative, procedure, spoof / recount, report and news item.</td>
<td>LISTENING</td>
<td>Responding accurate utterance in transactional and interpersonal discourse: Receiving services / goods, Introduction, Meeting, Parting, Agreement, Thanking.</td>
<td>• Thank you, • Please to meet you, • Hello, • See you, • That's OK, • That's right.</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Expressing meaningful nuances and rhetorical development steps in written text in by using text types: narrative, procedure, spoof, recount, and news item.</td>
<td>• Performing various oral transactional utterance: Receiving services / goods, Introduction, Meeting, Parting, Invitation, Surprising.</td>
<td>• Here you are, • Hello my name is ..., • Hello, • See you, • Shall we start? , • Are you looking lovely?</td>
</tr>
<tr>
<td>READING</td>
<td>Understanding meaningful nuances and rhetorical development steps in written text in narrative, procedure, spoof, recount, and news item.</td>
<td>Responding various text types: Narrative: Letter, song, Procedure (Instruction, recipe, manual), Spoof/recount: News items, Ideational meaning, Textual meaning.</td>
<td>• I have a dream, • Open the can, • Once upon a time, • Jim Carey had a trip to the zoo. Who want to zoo?, • He often goes to the zoo. Often, he goes to zoo.</td>
</tr>
<tr>
<td>WRITING</td>
<td>Expressing meaningful nuances and rhetorical development steps in written text in by using text types: narrative, procedure, spoof, recount, and news item.</td>
<td>• Demonstrating basic competence, Grammar, vocabularies, and punctuation, Writing main idea, Elaborating idea, Using italic, Drafting.</td>
<td>• Adjective, adjective phrase, connectors, nouns, noun phrases, quantifier, simple present tense, imperative, and verbs.</td>
</tr>
</tbody>
</table>

Four components available from syllabus developments in the CBC (the 2004) are (1) standard of competence in students’ oral and written communication in interactional and monologue text based on text types, (2) basic competences in students’ understanding of text types, (3) indicator of students’ responses to text types, ideal, and textual meaning, (4) learning materials for text types purpose.

Syllabus development in CBC (the 2006) (Standard of Competence & Basic Competence 2006: 2006:309-311) describes ESMC develops four English skills based on text types are presented in Table 3.

Table 3. ESMC in MBC in the 2006 Curriculum

<table>
<thead>
<tr>
<th>Skill</th>
<th>Standard of Competence (SC)</th>
<th>Basic Competence (BC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Understanding the meaning of transactional and interpersonal conversation in daily context</td>
<td>Responding the meaning of transactional (to get things done) and interpersonal (socialize) conversation in formal and informal way: introduction, meeting and parting, agreement, invitation, receiving promise, and cancelling promise.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Expressing the meaning of transactional and interpersonal conversation in daily context</td>
<td>Expressing the meaning of transactional (to get things done) and interpersonal (socialize) conversation in formal and informal way: introduction, meeting and parting, agreement, invitation, receiving promise, and cancelling promise.</td>
</tr>
</tbody>
</table>
Two components available from syllabus developments in CBC in the 2006 curriculum are (1) standard of competences in four skills in which (a) listening to understand, but speaking to express out of conversation and monologue text based on text types, (b) reading to understand but writing to express out of text types, (2) basic competences in four skills in which (a) listening to respond, but speaking to express out of transactional, interpersonal, and short functional conversation, (b) reading to respond, but writing to express out of text and essay.

Syllabus developments in CBC (the 2013) (Basic Competence 2013: 66-67) describe ESMC develop four core competences based on text types are presented in Table 4.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Core Competence (CI)</th>
<th>Basic Competence (BC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. UNSTATED</td>
<td>Fully appreciating and accomplishing based on students' religion of each.</td>
<td>Showing behavior for responsible, care, responsive, and proactive in processing, reasoning, and presenting information dealing with the occurrence of natural environment (flood, tsunami, earthquake, etc) in explanation text type.</td>
</tr>
<tr>
<td>2. UNSTATED</td>
<td>Developing behavior (honest, discipline, responsible, care, courteous, friendly, cooperation, collaboration, peaceful love, responsive, and proactive) and showing attitude to solve various nation problem in effectively interacting with social and natural environment as well as self position as nation reflection towards world association.</td>
<td>Showing behavior for responsible, care, responsive, and proactive in processing, reasoning, and presenting information dealing with the occurrence of natural environment (flood, tsunami, earthquake, etc) in explanation text type.</td>
</tr>
<tr>
<td>3. UNSTATED</td>
<td>Comprehending and implementing factual, conceptual, procedural knowledge in science, technology, art, culture, and humanities with mankind, nationality, national matters, civilization insight related to current phenomena and event as well as implementing procedural knowledge in the specific field of the study based on students' talent and interest to solve the problem.</td>
<td>Showing behavior for responsible, care, responsive, and proactive in processing, reasoning, and presenting information dealing with the occurrence of natural environment (flood, tsunami, earthquake, etc) in explanation text type.</td>
</tr>
<tr>
<td>4. UNSTATED</td>
<td>Processing, reasoning, and presenting concrete and abstract domain related to the matters that are independently learned from school and being able to utilize appropriate method in accordance with the basic principle of the knowledge.</td>
<td>Showing behavior for responsible, care, responsive, and proactive in processing, reasoning, and presenting information dealing with the occurrence of natural environment (flood, tsunami, earthquake, etc) in explanation text type.</td>
</tr>
</tbody>
</table>

Two components available from syllabus developments in CBC (the 2013) are (1) core competences (CC) consisting of CC1 for religious, CC2 for social attitude, CC3 for knowledge, CC4 for knowledge application, (2) basic competences in CC2 to show responsible and honest by explanation text, CC3 to present and analyze explanation text related to environment, CC4 to gain main information from explanation text and hortatory text to overcome social problem.
7. CONCLUDING REMARK

Theoretical dimension of MBC (the 1994 Curriculum) and CBC (the 2004 & 2013 Curriculum) as Concentric Model A is by equipping instructions with (1) English skills and components and themes by the 1994, (2) standard of competence, basic competence, and learning indicators and materials by the 2004, (3) four core competences, basic competences, learning materials, scenario and resource by the 2013.

Meanwhile, theoretical dimension of CBC (the 2006 Curriculum) as Interlocking Model is by equipping instructions with standards of competences for each skill from basic competence which are developed by each instructor.

Practical dimensions of ESMC in MBC (the 1994 Curriculum) as a thematic development is by providing students with four English skills and three language components based on selected themes.

Practical dimension of ESMC in CBC (the 2004, 2006 & 2013 Curriculum) as a syllabus development is by providing students with (1) one standard of competence for four English skills by the 2004, (2) each standard of competence for each basic competence for four English skills by the 2006, (3), four cores competences for basic competences without focusing on a particular English skill.

In a nutshell, the ESMC dimension, the 1994 emphasizes theme-based materials in English skills and English components, the 2004 highlights four English skills in one standard of competence, the 2006 emphasizes four English skills by each standard of competence, the 2013 highlights character values in English materials without being adequately equipped with four language skills and three language components.

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