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## TOPICS

# OBSERVING INTERNATIONAL (U.S.) EDUCATION PARADIGM TO IMPROVE INDONESIA'S EDUCATION QUALITY

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# INDONESIA INTERNATIONAL SCHOOL PARADIGM (THE ADVANTAGES AND THE WEAKNESSES)

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## *Abstract*

*The paradigm to open International standard school in Indonesia is assumed to be an excellent, innovative and autonomous school and offer the same opportunity to every candidates. It is said to be an excellent school because it adopted the International curriculum, having an outgoing facilities, and brought a great parents participation. However, its implementation has caused a gap between prosperous and impoverished students whereas our constitution suggested that one has the same opportunity as the other to get a better education. High cost payment and inequality become a handicap for some candidates students. Some people believed that it is impossible for the impoverished students to study there as they have no enough budget to support their study.*

**Key words :** *International school, paradigm, advantages, weaknesses*

## **1. Introduction**

International school in Indonesia is committed to “empower the students to embrace the future and to thrive as in genius, global citizens”. It offers an English international education to have a better quality. Sekolah Menengah Pertama or abbreviated as SMP, and the other part which is senior high school, known locally as Sekolah Menengah Atas and in other terms, Sekolah Menengah Umum which are abbreviated as SMA and SMU respectively. There is also one institution similar to SMA, but they focused on one specific career major which is known as Sekolah Menengah Kejuruan or SMK. Unfortunately, citizens of Indonesia are currently looking down on SMK graduates and are not preferable to be attended by students. Junior high school is a must for all citizens of Indonesia while Senior high school is not compulsory because Indonesia is currently applying nine years of study to all citizens. It is managed by the Department of Education in Indonesia and stated in the Indonesian constitution where every citizen has the right to study. Graduate students from SMP and SMA or SMU and SMK are achieving different educational certificates. All the students of Indonesian high schools must pass in the National Examination (or UN, Ujian Nasional) held by BSNP (Badan Standarisasi Nasional Pendidikan), an organization under the Department of Education of Indonesia.

The mission of the international school is to develop the skills, positive attitudes and personal qualities of every learner so they can become active contributors to the global community. It prepares the students for the future, equipping them with the knowledge, skills, and understanding that will enable them to meet the demands of living in the 21st century. Students learn in an environment that is not only fun and safe, but also challenging and academically rigorous. Students are placed at the centre of learning and teaching, and teachers tailor the curriculum to each child. The global outlook on education draws on the unique. International school is also aimed to create a range of opportunities for the students to integrate and interact with each other. Through understanding every student's specific needs and learning styles seek to maximize their academic and personal potential, creating a harmonious international community of life-long learners. The school continues to grow at a rapid pace, providing high-quality international education for the international community. Even with this growth, the school continues to offer personalized learning and small class sizes. Students experience a familiarity and comfort that is usually only felt within smaller family groups. It is recognized that each student is unique and that individual abilities differ but it is believed that everyone can benefit by being encouraged and challenged. The classes are kept small (max. of 25 per class) so that the teachers can cater to each student's individual needs. Students have fulfilling and meaningful school years with the

school as they are placed in a nurturing environment shaped by a caring and congenial community of staff, parents and peers.

Another types of International school is *Technology International School (TIS)*. It is the first of the quickly multiplying 21st Century online secondary schools to establish an office in Indonesia. Providing a complete Grade 6-12 program that can be completed from anywhere in the world, we specialise in promoting strong and healthy online peer interaction as well as opportunities for field trips, retreats and live seminars here in Jakarta. Mentors make daily E-mail and IM contact with students to monitor and support their learning and fully qualified expatriate subject teachers lead discussions, answer questions and assess assignments (with detailed feedback) from wherever they are in the world. Founded by two experienced principals, TIS can help prepare able students for Cambridge International Examinations to access universities worldwide. Examinations can be sat by arrangement with a Cambridge International Centre near you. Whether you are a struggling student, a creative student or an academic high-flyer, TIS provides a personalised program designed to help the students to achieve more time and more knowledges in their school.

## 2. International School Paradigm in Indonesia

International standard school can be assumed as a part of enterpreunership (Bagus : 2012). It is a school unit that adopts the international qualification like quality and facilities. Sometimes to reach an international standard is not as easy as what we think. Having great motivation, feeling never give up, creating a new idea and able to face the risk and challenge would be the motivation to show up the international standard school. The strategy development of an international school offers an innovative and autonomous action. To get a better quality of the school, a cooperative work between the paents and the school organizers ia a must so that the students and the parents will get involved to decide the school program and its goal. In developing the international standard school, the school organizer must be able to response a new paradigms that contribute to the development of school program. In teaching learning process, the school organizer must prepares an excellent quality to get a better competence of the out put. Here will be elucidated some important things that should be considered in developing the International school standard;

*First*, it is aimed to strengthen the faith/believe (*keimanan*), piety (*ketakwaan*), and moral value (*ahklak mulia*). International school is assumed to be a an education sector that strengthening believe and religion tolerance in national unity. From the national philosophy an international school standard is a school which indonesianize and Indonesian people, love their country, and proud as Indonesian people.

*Second*, building national character. In terms of defining good character, L Nucci (1989) suggested that in developing a good quality of education, educators should have some moral character, they are :

1. moral responsibility and sound ethical and moral behavior;
2. capacity for discipline;
3. a moral and ethical sense of the values, goals, and processes of a free society;
4. standards of personal character and ideas.

*Third*, the excellent quality. International school is required to have an outgoing quality by adopting some international qualification standard in education which is equal to an affluent country. This international qualification will be filtered and adptated with local needs.

*Next*, the equality point of view. The International school should offer same opportunity for everybody and as a result one have the same opportunity get a better quality of education. This excellent school should be offerd to every province that every province will participate in preparing an excellent human resources. Of course it can be done by collaborating the government's program with the parents participation.

*Again*, the improving curriculum. The International school is assumed to be a pioneer to adopt international curriculum and at the same time together it will be adaptated with the curriculum Kurikulum Tingkat Satuan Pendidikan (KTSP)/Educational Unit Curriculum. The adaptation from international curriculum to KTSP is assigned to prepare the out put studentsto be able to compete in international zone.

*Finally*, the innovation. International school is an educational unit that requires to create a new innovation. Students in International school are prepared to have an excellent cognitive intelligence by activate students learning process activity such as: (1) *paper and pencil test*, (2) *project* (3) *product* (4) *performance or* (5) *portfolio*. In this step the student are guided to be able to use their insting, logical thinking, instuition, and imagination.

#### **Efforts to be an International school.**

Some state senior high school (SMAN) are now straighten up themselves to be an international school. They do some changes either in cultural or structural equipments. These changes are done to acquire the International standard school as soon as possible. In giving shape of this hope, the school does many changes in all education sectors such as improving student's quality, tools and infrastructure. These endorsements are aimed to be an international school. The students additional learning material is designed to prepare the student to be completely matured learning. This is given to the students in order they can be able to compete with another school. *Furthermore*, teacher's competence should be considered better than another school. The teacher qualification must fulfill international professional educator.

### **3. The Advantages of international school**

The globalization in education is marked by the existing of some international school which is sought by many students. Globalisation era has already influenced the development of many sectors in life. The globalization in education now become the opportunity for the skillful people to occupy the world and as the vice versa, it becomes a very big handicap for unskillful people to get a better life. The international school paradigm, of course has strengths which can be reported below.

#### **Curriculum**

To accommodate the need of Indonesian students, International school in Indonesia applies Indonesian curriculum by referring to the Indonesia's National Standard of Education as stated by the Department of National Education. The curriculum is called Kurikulum Tingkat Satuan Pendidikan/Educational Unit Curriculum (KTSP). This curriculum consists of: TK (Kindergarten), SD (Elementary School), SMP (Junior High School), and SMA (Senior High School). The students are expected to sit for the National Final Examination based on the Graduation Competition Standards for each subject according to the level of education.

International school also provides quality education that considers the uniqueness, individuality, wisdom and Godly character to train the students for a life-successful journey. If you have the right character and skills, success will follow. It is also aimed with the mission to provide a high quality educational opportunity for Indonesian and expatriate students, in order for them to become active leaders in their local communities and effective global citizens. Some international school in Indonesia adopt internationally accredited programmes of learning from the International such as Baccalaureate Organisation (IBO) and the Cambridge International Examinations (CIE) Board, with curriculum developed from best practices in Singapore, the UK, the US and elsewhere internationally. Students are nurtured to be independent and empowered learners, thereby acquiring discipline, self confidence and self-esteem. The School offers a wide range of sporting, musical and dramatic opportunities and co-curricular activities. Through this they can develop a breadth of interests and learn to play and work co-operatively across different age levels. The different Level camps held within Indonesia and overseas bring students' learning beyond the confines of the classroom and help in the cultivation of global perspectives.

#### **Facilities**

The learning programmes are supported by quality facilities that include a full sized, air-conditioned gymnasium, swimming pool, soccer fields, playgrounds, basketball courts, two tennis courts, weight training room, dance room, drama studios, music suites, technology rooms, two levels of library area, four computer laboratories, science laboratories, and performing and visual arts centre (theatre) and canteen. Highly qualified teachers with international experience, English and Mandarin native speakers, strong focus in Character Building and Religion, Remedial and Tutorial Programme,

highly competitive and attractive fees structure, a friendly and welcoming community, scholarship available for high achievers. The teachers are committed to providing a caring and supportive learning environment for all our students and focus on ensuring that each child's academic and social needs are catered for. With small class sizes and native English-speaking expatriate teachers, the result is a high degree of teacher attention and pastoral care. The school has outstanding international award-winning facilities, which have been designed to suit the school's commitment to providing an education that prepares students for life in the 21st century. Facilities are spacious and include gymnasiums; sport fields; fitness center; pools; extensive landscaped ground; studios for art, music, dance and drama; science laboratories, theater, libraries, restaurants and cafes, and a new art, science and technology center.

#### Parents' Participation

One of the strength of the International school is the parent's participation. In some International school the parents get involved to manage the student's academic progress in school area and out of school. Twice in a week, the principal invites the student's parent to participate many thing in school. In this time, the school organizer get direct input due to the student's activity while having teaching learning process. The parents also will know the strengths and the weaknesses of their academic progress. This participation will show up realization of the students that the academic progress not merely as the teacher's responsibility but it is also their responsibility.

#### 4. The weaknesses of International School in Indonesia

International school in Indonesia was started at Brawijaya University at 2006 by opening internasional class. That program for the first time was offered to Medical Faculty by rucruiting 21 Malaysian students. Next, still in Brawijaya University, the Administration Faculty at 2007 had opened English class program which followed by Law Faculty at 2008 with 20 students. Internasional class was one Universitas Brawijaya Program with using *World Class University curriculum*. However, Brawijaya University itself was still on preparation phase to international class which started by English class.

#### High cost payment and unequality

One of the handicap that the students find in following the International standard school is the high cost payment that more expensive from another school. This high cost payment has already caused the gap among the students. The more students pay for the entrance examination the better facility that they will get while the students who are disable for high cost payment students without enough budget will loose their opportunity to be a student of international school. This reality shows that the International school program hasn't touched the students' needs like what declaredson our constitution or UUD 1945. It is said on UUD 45 that one of the Indonesian education goal is to create an outstanding human resources which is able to compete in world opportunity, not only excellent in academic study but also excellent national horizons. In reality, this International standard school has been criticized specifically in budget allocation especially in high cost budgeting. Actually this high cost is allocated to complete the facility such as teahers' realia, overhead projector, audiovisual equipment, air conditioner and internet wireless connection This high cost payment of education causes the **unequality** educational segment. Theoretically the education can be accessed by every student eventhough in reality International standard education has potentially cannot be accessed by the impoverished students. As a consequences, this school realized only for having a good prestige. This prestige motivation will cause pessimistic for the unwealthy people. If this situation is not recoverd as soon as possible, the prestige is the only one of the difference between school with international standard and regular school. With this misleading paradigm, there will be no more a significant diffenences between regular school and international standard school because the students in international school is facilitated with a complete tools witout an autonomy.

#### Vague educational goals

The Indonesian education system has been undergoing a radical change. This change, triggered by recent socio-political situations, encompasses at least three major aspects of education. First, there has been a redefinition of the national education objectives, which put an additional emphasis on the

importance of achieving citizens for living in a democracy. Second, the school management approach has changed from centralist to decentralist management. This shift is to be crystallised into the implementation of School-Based Management (SBM). Third, there has been a shift of paradigm in terms of school curriculum by introducing the *2004 Curriculum*, which is conceptualised in terms of: (a) setting nationally standardised competences for students to attain, (b) making a clear link between school graduates and job demands, and (c) accommodating local needs by involving local school stakeholders in the development of their school.

One of the fatal mistake in International school is tend to prioritize the physical equipment with symbol and status such as focused in building infrastructure and the using foreign language (Sugiarto: 2012). In contrast idea the basic goal of education is to form character as individual and as culture society. The teaching strategy is not only to learn by heart or normatif definition about a topic discussion but also to teach civilization, humanity, world wealthy, pluralism and moral spiritual which prepares the students to deveop International civilization. A vague educational goal is understood as an implicit goal which is still vague to anybody. The real goal of education is not acquired because the organizers of education do not understand the real goal of education. In this occation the International standard school only deifies the western curriculum without understanding the east-west.

## 5. Conclusion

Some research on every aspect of education in Indonesia needs to be carried out as part of the whole reform agenda to assess and evaluate the implementation of the reform. International standard school needs to be accepted as the pioneer to improve quality of Indonesin education and most widely employed an excellent approach as it is designed to be able to address the individual problems of each aspect studied. Learning objectives in teaching learning process would seem to have been formulated for students to meet certain targets of international, national and local curriculum content without sufficient attention being given to the issue of how the learnt knowledge was to be applied in real life. Consequently, many school graduates are expected to be able to take active roles in international community and survive at a time when change and competition have become common features has had a great impact on education

An International standard school should be able to develop specific cognitive, psychomotor, and affective objectives (Bloom, 1956), practising religious morality, making equality to have the same opportunity to all students in Indonesia. A range of attributes is needed in International school such as the basic competences and life skills. However, the International standard school in Indonesian does not give the same opportunity yet to all Indonesian students. Knowledge learnt and mastered by students has been separated from its application. An International standard school students need to be enlightened to be an autonomous and innovative student in theoretical and practices values. Thus, an important stage for International standard school is education for all '*pendidikan milik semua warga*' that everybody has the same opportunity to have it.

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