

The Contribution of the Self-Efficacy of Curriculum Development Team and Curriculum Document Quality to the Implementation of Diversified Curriculum in Indonesia

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ABSTRACT

The aim of this study is to describe how the self-efficacy of curriculum development team (CDT) and curriculum document quality contributed to the implementation of diversified curriculum in elementary schools. This research is a survey study using descriptive method. Schools were the unit of analysis while respondents selected from the schools consisted of headmaster, teacher, and students. The instruments used were a questionnaire and curriculum document review. Data were analyzed using path analysis. The findings suggest that the self-efficacy of the CDT and curriculum document quality contributed simultaneously to the quality of diversified curriculum implementation in elementary schools.

Keywords: *diversified curriculum, self-efficacy, curriculum document, curriculum implementation*

INTRODUCTION

Decentralization of education provides an opportunity for each unit of education (school and madrasah) to develop the education provided in accordance with the characteristics and potential of each education unit. Besides implementing the curriculum in accordance with the national minimum demands, schools and madrasah are also given opportunity to develop appropriate curricula according to students' potential, characteristics and needs, the surrounding communities, and local distinctiveness. School empowerment in the management of education and the development of school-based curriculum has the potential to improve school performance, provide flexibility in managing existing resources, and optimize public participation. In developing the curriculum, principals and teachers are the main implementors of curriculum design. They are expected to be able to understand the content standards that have been set, share ideas on curriculum reform, and mold various potentials of the school and transform them into the syllabus and lesson plans in the learning process. Moreover, principals and teachers also have the opportunity to assess the success of the developed curriculum in order to find out the achievement from the curriculum implemented in school. The school's obligation to develop the curriculum has some consequences for the paradigm shift in school curriculum which demands a curriculum able to accommodate the diversity of potential and characteristics existing in the school and its surrounding. The curriculum developed by accommodating the variety of diverse potential and characteristics is known as diversified curriculum.

This diversified curriculum is a form of innovation to support the curriculum implementation in Indonesia and is based on the policies of autonomy in education as the follow-up of the implementation of

regional autonomy. Law Number 20 Year 2003 on National Education System article 36 paragraph 2 states that “the curriculum at all levels and types of education is developed in accordance with the principle of diversification of education unit, region potential, and students”. While Law Number 32 Year 2004 on Regional Government declared firmly the need for reform in the form of diversified curriculum which provides opportunities for regions to develop curricula in the context of serving student diversity, diversified types of education, and in line with regional interests.

The success of curriculum implementation is influenced by many factors. Ornstein and Hunkins (2009, p. 250) stated that “successful curriculum implementation results from careful planning, which focuses on three factors: people, programs, and process”. They further explained that some schools have failed in curriculum implementation because they ignored the human resource factor and devoted much time and money just to modify the program or the process only. Viewed from curriculum dimensions, Hasan explained that curriculum implementation is the dimension of process. Hasan noted that “... The dimension of process is the implementation of what is planned in the curriculum dimensions. The implementation may be the same but may also be different from what is planned in the document” (Hasan, 2007, p. 479) Thus, curriculum implementation (the dimension of process, referred to as implemented, observed, or reality) is closely related to the written document (the dimension of document), because curriculum document consists of components such as aim, content, process, and assessment that will guide teachers in carrying out the learning process (implementation of the curriculum).

Several things contribute to a teacher’s performance, as demonstrated by several studies, such as self-efficacy (Goddard & Woolfolk in Setiadi, 2010; Rahman et al., 2011; Ting et al., 2012, pp.173-177). Besides the teacher factor, curriculum implementation is also believed to be related to the program factor; in this study program is assumed to be a document prepared by the curriculum development team. The good quality of a curriculum document should also be able to act as guidance for teachers in implementing the curriculum well.

Therefore, in contrast to previous researches on the implementation of diversified curriculum, this research would like to study the relationship between the factors influencing implementation of diversified curriculum in schools, especially in elementary schools. Specifically, the research problem is formulated as follows: How does the self-efficacy of curriculum development team on curriculum development and curriculum document quality contribute to the implementation of diversified curriculum in elementary schools? This research was conducted for the purpose of verifying the contribution of the self-efficacy of the curriculum development team on curriculum development and curriculum document quality to the implementation of diversified curriculum in elementary schools.

LITERATURE REVIEW

The Implementation of Diversified Curriculum

The implementation of diversified curriculum in schools can be understood from the explanation about several cases of implementation.

King (1986) explained that higher education in Tanzania had diversified formal curriculum in agricultural, commerce, engineering and domestic sciences which was supported outside school hours by pressure on schools to engage in productive work. In many high schools, there were two diversification traditions which were distinct yet ran concurrently. One emphasized the importance of orientation to work and educational values of industrial and agricultural work, while the other explicitly was related to production and students’ need to experience the real world of work. The third level of diversification led to rural employment and self-employment of the high school graduates.

Johnston (1992) revealed that the research perspective of personal practical knowledge was used to explore the personal experience of six teachers involved in curriculum diversification through the development of new subjects in their respective schools. The impression of one teacher was used to describe how the development and implementation of new subjects were affected by the impression associated with teaching, new subjects, school, and teachers’ role in school. Although teachers participating

in this study were the operators (executors) who were highly skilled in their school environment, their actions were not to question or change the traditional academic curriculum. Their initiative was limited to adding new subjects and leaving existing subjects intact.

Research conducted by Okojie and Olinzock (2002) on 65 participants showed that participants had positive attitude toward vocational training and believed that diversifying the curriculum can help increase job prospects. However, there were no significant differences in participants' attitude toward curriculum diversification based on the geographical location of their institutions.

Wright (1986) revealed that diversification was associated with the policies adopted and actively implemented by Sierra Leone for more than a decade. Besides that, Wright (1986) found that diversification was tested as a major project designed and implemented under the Government of Sierra Leone. Third, diversification was related to "on-going" practice that was always coming up and sustainable in order to appear in various forms of the entire education system. Lastly, the diversification was retested (re-examined) as an important goal of education, which was closely associated with national development aspirations, and thus need to be achieved with the best effort possible, although not through a large and highly prestigious funded project.

Sifuna (1992) investigated several experiences of African countries in diversification of secondary education, which indicated a change in the curriculum in a practical or vocational direction. This approach was intended to provide broader career options in the future as compared to that offered by the more uniform academic curriculum. Diversification policy was generally seen as a solution to a number of economic and social problems faced by free African countries, as well as the increasing youth unemployment and the rising cost of formal education.

The implementation of diversified curriculum in Indonesia is generally in the form of local content, self-development or in the form of extra-curricular programs. Based on the preliminary research conducted by the researchers in 2012, the description obtained about the implementation of diversified curriculum in several schools in different regions is that it can be in the form of local content, self-development, and other supporting activities, be it in the form of co-curricular or extra-curricular.

The Self-efficacy of Curriculum Development Team

Bandura in Cherry (2006) defined self-efficacy as "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" or self-efficacy is "people judgement of their capabilities to organize and execute courses of action required to attain designated types of performances".

In other words, self-efficacy refers to people's beliefs about their ability to organize and carry out the actions needed to deal with the incoming situations, to be successful in certain situations, individuals' judgment on their own abilities to start and succeed in completing certain tasks at a predetermined level, to devote greater effort and show perseverance in dealing with less enjoyable things, and this belief is the determinant of how people think, behave, and feel.

Bandura proposed that people who have high expectation of self-efficacy – the belief that they can achieve what they designed to do – are the people who are healthier, more effective, and generally more successful than those who have low expectation of self-efficacy (Cunningham, 2009).

In measuring self-efficacy, Bandura (1997) in Setiadi (2010, p. 29) classified the measurement structure into three dimensions: level, generality, and strength. The first dimension indicates the level of performance difficulty. According to Bandura, individual performance capability is measured at different levels of task demands which include different levels of obstacles in achieving success. It should be noted that self-efficacy is contextual and situational, and the difficulty level is believed to follow certain contextual and situational patterns. Generality dimension includes the general characteristics of the activity, the way to demonstrate competence, the quality of the situation, and one's personal traits. Strength dimension relates to the strength of one's self-efficacy, which could be different from the self-efficacy of others. Someone who has strong self-efficacy will exhibit better performance than someone else who has weak self-efficacy.

According to Bandura (Bandura, 1977; Cherry, 2006), there are four main sources of self-efficacy: Performance Accomplishment/ Mastery Experiences/ Enactive Experience, Vicarious Experience, Verbal Persuasion, and Emotional Arousal/Physiological States.

In their research on teacher self-efficacy, Tschannen-Moran, Hoy, and Hoy (1998) described how self-efficacy develops in the form of self-efficacy cycle, which was later adapted by the researcher for this study, as shown Figure 1.

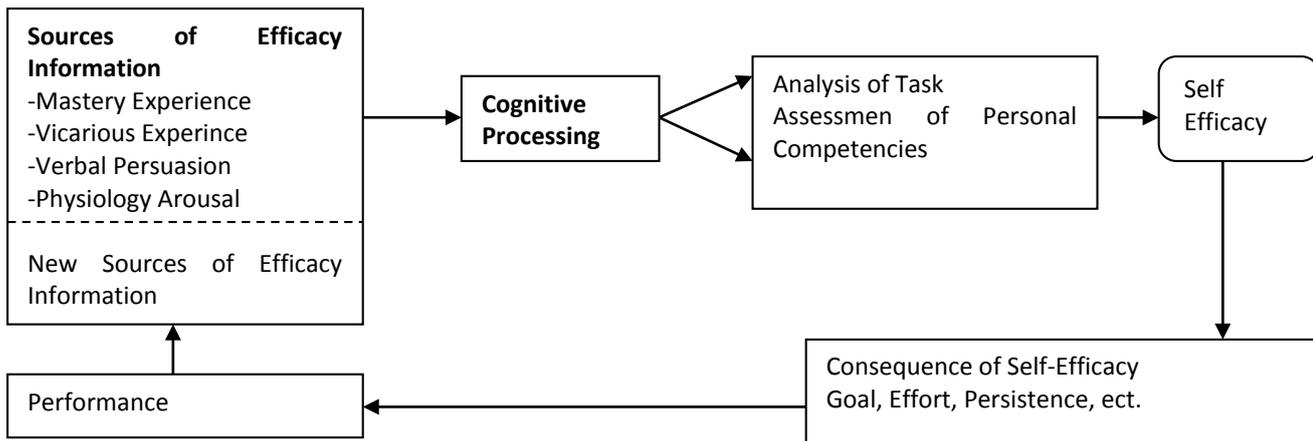


Figure 1. The cyclical nature of self-efficacy.

Source: Tschannen-Moran, M., Hoy, A.W. & Hoy, W.K. (1998). "Teahcer efficacy: Its Meaning and Measure" in *Review of Educational Research*, vol.68 no.2, 2002-248.

From Figure 1 it can be seen that one’s self-efficacy is formed by the four sources of efficacy information (mastery experiences, verbal persuasion, vicarious experiences, and physiological arousal). According to Bandura (1977), the most essential and reliable source for self-efficacy is the experience of success (mastery experience). An authentic experience of success has the biggest effect on self-efficacy (Pajares, 1997, in Moen & Fikse, 2011). The process of cognition occurring within individuals after getting the information is to analyze the demand of the task and do self-assessment regarding the capability to plan and execute actions that can meet the task demand. The results of task analysis and self-assessment will form self-efficacy. Self-efficacy will influence the choice of activities, level of effort, persistence, and emotional reaction (Zimmerman, 2000). If individuals consider that the task to be done is not difficult, they will be able to perform the task; a high self-efficacy will be formed and vice versa.

Zimmerman (2000) pointed out that a person with high self-efficacy will be better prepared to choose a difficult and challenging task, devote more energy and effort, and be more persistent in performing the task compared with someone with low self-efficacy. As a result, people with high self-efficacy will be able to demonstrate high performance, while those with low self-efficacy will demonstrate poor performance as well. The high and low quality of performance will be a source of new information for one’s self-efficacy. In other words, if the performance is good, the self-efficacy will increase. Whereas, if the performance is poor, then the self-efficacy will decrease.

Curriculum Document Quality

Curriculum document is the result of curriculum development activities in the form of written

document. Curriculum document in school consists of three documents: school-based curriculum (SBC), syllabi, and lesson plans. As stipulated in the manual of SBC preparation guide from the National Education Standards Board, SBC and syllabi are organized and developed by a team of curriculum developers at school level, while the lesson plans are organized and developed by teachers according to the subjects they teach.

Related to curriculum document, curriculum implementation or in the micro scale learning activities, actually are linked with lesson plans or curriculum document organized by teachers to prepare the administration of learning. A good curriculum document will serve as a guideline for teachers to carry out good learning, or in other words to implement quality curriculum.

RESEARCH METHOD

This research was a survey study using quantitative approach with descriptive method (Ali, 2010). The survey was conducted in West Java Province focusing on six regions: Ciamis Regency, Bandung Regency, Bandung City, West Bandung County, Tasikmalaya Regency, and Bekasi Regency. Each region was represented by one sub district and from each sub district 10 elementary schools were selected using proportional stratified random sampling technique. Respondents from each school consisted of one headmaster and one teacher (as curriculum development team) plus two students (grade 4, 5 and 6). The total number was 120 members of the curriculum development team and 120 students. The instruments used were questionnaires (01-KS, 02-G and 03-S) and curriculum document review (04-P and 05-P). The technique of data processing, data analysis and hypothesis testing employed *path analysis*.

The design of the relationship between variables in this research can be described in detail as follows.

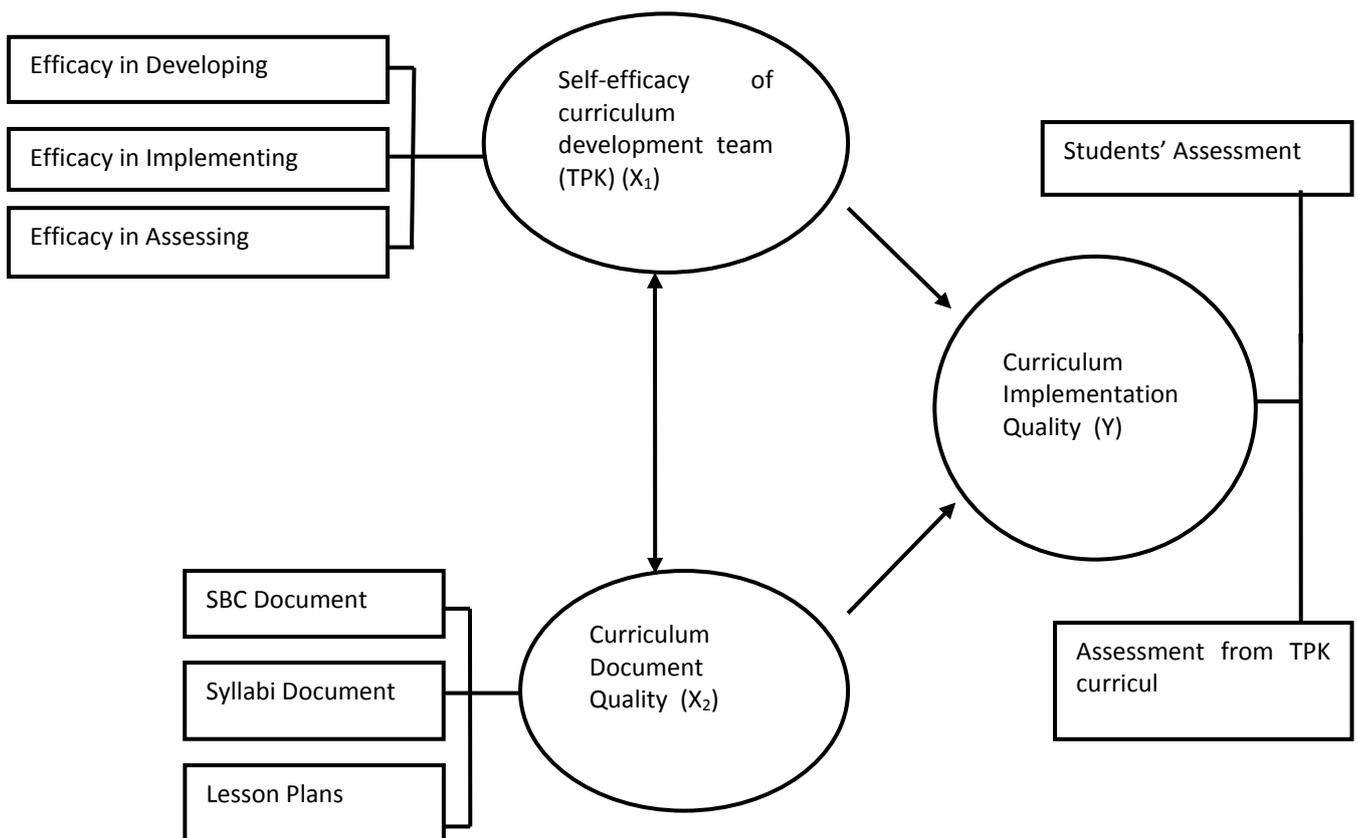


Figure 2. The design of the relationship between research variables

RESEARCH RESULT

The findings of the research which state that self-efficacy of the curriculum development team on curriculum development contributed 21.1% to the quality of curriculum implementation can be explained as follows. If the quality of curriculum implementation is assumed to be the performance of the curriculum development team (teachers) in implementing the curriculum, then the compatibility between the high self-efficacy of the curriculum development team and the satisfactory curriculum implementation is explained by the theory proposed by Bandura. Bandura argued that self-efficacy is a belief in oneself to plan or carry out something or overcome obstacles and that efficacy stems from four things: success experience (mastery experience, enactive experience, performance accomplishment), success experience of others that have similar characteristics as one (vicarious experience), verbal persuasion, and physiological and emotional state (emotional arousal or physiological state). According to Bandura, the source of information most instrumental in shaping self-efficacy is the success experience.

One example of a teacher's success experience in implementing a curriculum is when the teacher has conducted the learning process and is declared by the assessors (principals, students, and supervisors) as having conducted the learning satisfactorily. This success experience will shape high self-efficacy. If people with high self-efficacy are given a task, they will plan a strategy, set goals, make various efforts, and persevere to ensure a good performance. For instance, when given a curriculum implementation task, teachers with high self-efficacy will make every effort to implement the curriculum so well that it will lead to a good and satisfactory learning process.

Besides supporting the theory of self-efficacy proposed by Bandura, the findings of this study also reinforce the results of previous studies conducted by Locke et al. (1984) which showed that self-efficacy was related to work achievement. Self-efficacy is a significant predictor of work achievement in the future.

Self-efficacy contributes to how teachers design learning activities and programs in the classroom; teacher self-efficacy affects the general orientation of teachers toward the educational process of specific learning activities (Bandura, 1997, in Setiadi, 2010, pp. 37-39). This compatibility is in tune with what is explained by Setiadi (2010) who stated that self-efficacy in teaching is a particular phenomenon that can be considered as one of the significant contributors to effective teaching and learning. This explanation also reinforces the research result of Zimmerman (2000) who found that self-efficacy was an effective predictor of high student motivation in learning. Furthermore, Gibson and Dembo (1984) pointed out that teacher self-efficacy was a factor contributing significantly to individual differences in teaching effectiveness. Henson (2001) stated that self-efficacy is an important variable in affecting teacher selection of classroom management approach. Goddard and Hoy (2000) showed that self-efficacy was related to teacher performance and student achievement (Setiadi, 2010, p. 5).

The research finding which states that self-efficacy of the curriculum development team has low correlation ($r = .385$) with the medium quality of curriculum document can be explained as follows. With reference to the theory proposed by Bandura, the curriculum development team with high self-efficacy (level-3) should be able to develop a curriculum document that is also of good quality (level-3). However, this finding is somewhat at odds with Bandura's theory and does not explain Bandura's theory of self-efficacy.

A possible explanation for the above finding is that the quality of curriculum document that exists today is not the optimal work of the curriculum development team but is a modification and even a copy of documents that already exist or are available on the market, so it does not reflect the actual ability of the curriculum development team which is relevant to their self-efficacy (Susilana, 2013, p. 184).

In connection with the research finding showing that the curriculum document is of medium quality (level-2) and the quality of curriculum implementation is satisfactory (level-3), it is in contrast to the linearity of curriculum dimensions. The good quality of curriculum document is supposed to be the guideline in directing teachers to implement the curriculum well. Yet, the finding of this research

contradicts the linearity concept of curriculum dimensions. It may occur because teachers do not refer to the curriculum document when implementing the curriculum. Teachers as the curriculum implementers are believed to not understand theoretically about the diversified curriculum so it does not appear in the document developed, but appears in the learning activities undertaken. This means that teachers are not guided by the curriculum document in implementing the curriculum (performing the learning process). This allegation is consistent with the response submitted by principals and teachers as the curriculum development team who further explain that they already have the skill to develop and implement the curriculum but in terms of diversified curriculum, they feel the need to increase their competence in it (Susilana, 2013, p. 185).

This finding is consistent with the results of research conducted by Marsh (2004, pp. 65-77) who explained that curriculum was started as a plan. Curriculum will only become reality if teachers implement it to real students and classes. Careful planning and development is crucially important; it will not mean anything if the teachers do not have product awareness nor skill to implement the curriculum in their classrooms. This argument is supported by Taba in Zais (1976, p. 12) who stated that curriculum and instruction (curriculum implementation) is like a continuum line going from the general to the specific.

Another explanation for this finding is that the self-efficacy of the curriculum development team (high category) does not truly describe its capability based on the quality of curriculum document that exists (fairly good category). This is because the curriculum development team members feel that they have high capability on matters related to curriculum development but in reality they do not the high capability as they believe, especially related to developing a diversified curriculum. The discrepancies between self-confidence and the real capability can be attributed to the lack of information about success experience. Teachers may not know whether the curriculum document they have developed meets the good criteria or not. Thus with the absence of "good or bad judgment", teachers feel that there is no problem with what they have done, which is considered good.

CONCLUSION AND RECOMMENDATION

CONCLUSION

The conclusions that can be drawn from this research are as follows:

- The self-efficacy of the curriculum development team on curriculum development and curriculum document quality contributes simultaneously to the quality of curriculum implementation.
- The self-efficacy of the curriculum development team on curriculum development contributes directly to the quality of curriculum implementation.
- The quality of curriculum document contributes directly to the quality of curriculum implementation.
- The self-efficacy of the curriculum development team on curriculum development has greater contribution than the quality of curriculum document to the quality of curriculum implementation.
- Other variables, apart from both curriculum development team and curriculum document quality, have greater contribution to curriculum implementation.
- The satisfactory (high) quality of curriculum implementation will be achieved if supported by the good quality of curriculum document and the high self-efficacy of the curriculum development team on curriculum development.
- The self-efficacy of curriculum development team on curriculum development will help create a quality curriculum document. Quality curriculum document will be the source of new information (success experience) for the curriculum development team so that the self-

efficacy of the curriculum development team will increase. The high self-efficacy will encourage the curriculum development team to strive diligently, decide strategies, actions, objectives, and clear targets in order to produce a quality curriculum document and so forth as a cycle.

RECOMMENDATION

By looking at the research findings and conclusions, the recommendations proposed are as follows.

First, to allow the contribution of the self-efficacy of curriculum development team to further increase the quality of diversified curriculum implementation, effort to increase self-efficacy is needed. One such effort is to improve the competence of the curriculum development team. The competence of curriculum developers and implementers is required to produce a good quality of curriculum document (SBC, syllabi, lesson plans). A good quality document will be interpreted as a success experience that will serve as the source of new information to improve the self-efficacy of the curriculum development team. It also needs to be supported by the good capability of the team, including the team self-efficacy. To support this recommendation, the effort to improve competence must be sustainable, from the preparation of competence through training or technical assistance and workshops to mentoring in the field.

Second, in order to optimally implement the diversified curriculum, a quality curriculum document is needed. The quality of curriculum document is determined by the performance of the curriculum development team. Thus, it is necessary to apply quality assurance on the quality of curriculum document and the performance of curriculum development team of the school. This means that it is compulsory for the school to independently develop the curriculum document in accordance with the potential and characteristics owned, whether from the diversification of students, community needs, or local uniqueness.

Third, the competence improvement of the curriculum development team and the mentoring in developing, implementing, and assessing the diversified curriculum will run well, not only if supported by mentors made available in every sub district but also by guidelines or materials that can be used as a source in developing the diversified curriculum.

Fourth, to allow the study on diversified curriculum to be more diverse and qualified, further research is needed, particularly on developing diversified curriculum which is based on students' potential and characteristics, community needs, and local uniqueness.

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