

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The opening of 1945 Constitution stated that one purpose of the Republic of Indonesia is the nation's intellectual life. Every Indonesian citizen regardless of social status, race, ethnicity, religion, and gender are entitled to quality education in accordance with the interests and talents. The presence of a quality education is a pre-condition for the existence of Human Resources (HR) quality such as citizens who are intellectually superior, elegant in a moral, competent to master science and technology, and productive in the work of highly committed to a variety of social roles, as well as competitive against other nations in the global era.

Development of national education should be directed to the enhancement of human dignity in a holistic manner. Therefore, educational institutions should be a strategic vehicle for the individual potential of all development efforts, including building national character and insight for students, which became an important basis for efforts to maintain national unity, so the ideals Indonesia to build human ideals can be fully achieved.

Today is increasingly open world, the era of globalization have brought together countries like without walls and boundaries, the current technology, especially information technology continues to open space and time. Indonesia country and all citizens will face open competition. On the one hand will be

opportunities for advancement, but on the other side of each individual citizen to be smart to win the competition. Therefore, the realization of an intelligent human being and competitive Indonesia is absolute and for this purpose should be determined strategies and educational programs are systemic which can be used and a national reference among other efforts to improve the professionalism of the institution.

Related to the problem above, in article 50 paragraph (3) of Law of the Republic of Indonesia No. 20 of 2003 on National Education System mandates: "The government and or local governments conduct at least one unit of education at all levels to be developed into an international educational unit". This was repeated again in government regulation number 19 of 2005 on National Education Standards (SNP) of article 61 paragraph (1) the mention of SBI as follows: "The Government jointly organized local government at least one unit of education in basic education and at least one unit of education in secondary education to be developed into an international educational unit ".

In addition to the reasons mentioned above, Pioneering international organization of primary schools is also based on existentialist philosophy, namely the belief that education should foster the existence of optimum learners through the education process with dignity and pro-change (creative, innovative, experimental), and to develop talent , interests and abilities of learners.

Based on these reasons, it is critical to the government in this case the Directorate of Kindergarten and Primary Education provide direction, guidance and regulation of the elementary schools that have been and will pioneer the

international primary school (SD-BI) in order to develop more directed, planned and systematic.

The international curriculum and standard of international education are two among other requirements which must be completed by Pioneer of International Schools. Some obstacles must happen during the progress of the program. Therefore, the researcher will study the implementation of the curriculum, the requirements and the programs that support the implementation of Pioneer of International Schools at Elementary level.

1.2 Problem Statement

Based on the phenomena, this study aims to answer the research questions bellow:

1. How do the schools implement Pioneer of International School?
2. What programs do the schools have to support Pioneer of International School?

1.3 Purpose of the Study

The aim of the study specifically is aimed at:

1. knowing the implementation of RSBI at elementary schools.
2. knowing the programs that contribute RSBI at elementary schools.

1.4 Significance of the Study

The researcher hopes that this study will be useful for the schools which implement RSBI in the school.

Practically:

This study is expected to give good contribution in measuring international schools in the real condition based on the international education.

Theoretically:

The implementation of RSBI covers selecting the curriculum, the references, the programs, the teachers, and the media of being RSBI School. The government has some rules for being RSBI School. The curriculum is based on content standards and competency standards are written in Indonesian and English. The curriculum can be adopted from other country such as Cambridge. Teaching and learning for science and math using bilingual. Here the researcher wants to generalize a theory about the implementation of RSBI for elementary level based on the rules from the government.

1.5 Limitation of Study

In this study, the researcher scopes the study to an implementation of RSBI. Many RSBI schools in Gresik since elementary to senior high school implemented RSBI program. The researcher conducts the study to RSBI which has been implemented in elementary school only because elementary school is the first stage that implemented RSBI with young learners. The researcher believes

that implemented the RSBI program is not easy. Available curriculum should be considered with the young learners. The language of the references, the teacher, the evaluation and the programs which contribute RSBI itself to help the teacher and learners are some important parts to the implementation of RSBI. The researcher believes that an accurate result of this study will be more accurate for schools which have been implementing RSBI more than 3 years. The result of the program has been known for years. The selected subject will be explained in the next point as the qualitative data support for any conclusive findings.

Nevertheless, the results that will be obtained from the selected subjects in this study can provide facts about the implementation of RSBI in field and useful programs which contribute RSBI among RSBI schools.

1.6 Definition of Key Words

Some explanations of some words are needed to avoid misunderstanding of the readers to understand the study. Here are some definitions of the key words.

RSBI is pioneer of international school

International school is the school which promotes international education, in an international environment, either by adopting an international curriculum.

Implementation is the carrying out or practicing of a plan, a method, or any design for doing something, the action that must follow any preliminary thinking in order for something to actually happen.

Programs are a set of plans to develop or improve a work.