

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge related to the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1 Education

Education is the means through the aims and habits of a group people lives on from one generation to the next (Wikipedia). Generally it happens through any experience which has formative effect on the way of thinks, feels or acts. In technical sense, education is a formal process by society deliberately transmits its accumulated knowledge, skills, custom and values from one generation to another. In my opinion education is way to get knowledge. It can be from formal such as from school, university or informal education such as from our experience in our life.

2.2 International Education

An International school is loosely defined as a school that promotes international education, in an international environment either by adopting an international curriculum such as International Baccalaureate or Cambridge International Examinations (Wikipedia).

2.2.1 Establishment

The first International schools were founded in the latter half of the 19th century in countries such as Japan, Switzerland and Turkey. Early International schools were set up for those who are constantly on the move, like children of personnel of international companies, international organizations, NGOs, embassy staff with the help of nations having large interests in the hosting nation: for instance, American diplomats and missionaries often set up schools to educate their children; children of American military and army families often attended Department of Defense Dependents Schools (DoDDS); French diplomats and business families founded similar schools based on the French curriculum.

2.2.2 Criteria Being an International School

1. Transferability of the student's education across international schools.
2. A moving population (higher than in state schools or public schools).
3. Multinational and multilingual student body.
4. An international curriculum.(e.g. IB - DP, MYP, PYP)
5. International accreditation (e.g. CIS, IBO, North Eastern ASC, Weston Ass. of Schools and colleges were mentioned by the group).
6. A transient and multinational teacher population.
7. Non-selective student environment.
8. Usually English or bilingual as the language of instruction

2.2.3 Curriculum

International schools typically use curricula based on the school's country of origin. The most common international schools represent Education in the United Kingdom or Education in the United States. Many international schools use curricula specially designed for international school such as the International General Certificate of Secondary Education or the IB Diploma programs that are all predominantly committed to the notion of internationalism and the global citizen and providing an environment for optimal learning and teaching in an international setting that fosters understanding, independence, interdependence, and cooperation. The United Nations International School (UNIS) was established in 1947 by a group of United Nations Parents to promote an international education for their children, while preserving their diverse cultural heritages. This was the very first school offering the International Baccalaureate program. The school promotes the appreciation of the diversity of persons and cultures, provides an optimal environment for learning and teaching, and offers a global curriculum that inspires in its students the spirit and ideals of the United Nations Charter. Like other schools, international schools teach the subjects such as language arts, mathematics, the sciences, humanities, the arts, physical education, information technology, and design technology. More recent developments specifically for primary school include the IB Primary Years Program (PYP) and the fast growing International Primary Curriculum (IPC). The International Preschool Curriculum (IPC) is increasingly being adopted by early year departments of international

schools and international preschools. There are currently 3063 schools offering the international baccalaureate curriculum in the world.

For expatriate families, international schools allow some continuity in education and most prefer to stay in the same curriculum, especially for older children. Relocation services and institutions like School Choice International can help families choose the right school and curriculum for their child.

2.3 Pioneer of International School in Indonesia

2.3.1 Definition of RSBI (Pioneer of International School)

Pioneer of International School is a school with national standard or in Indonesia we call SSN (Sekolah Standar Nasional) which provides students by Standard of National Education and equivalent of International. Other definition is the Schools National Standards (SSN) that prepares students based on National Education Standards (SNP) Indonesia and the international standard so expect graduates to have international competitiveness.

2.3.2 Law Legal Basis

The law legal basis of RSBI in Indonesia refers to some laws, there are:

1. Law No 20 of 2003 paragraph 50 UU No. 32 of 2004: Central and Local Government
2. Law No. 33 of 2004: Authority of the Government (Center) and the Authority of Provinces as Autonomous
3. Law 25 of 2000: National Development Program

4. PP 2005: National Education Standards (SNP) Decree No. 61 ps. 22,23,24 In
2006: Content Standards, SKL and its Implementation

2.3.3 The Objectives of RSBI

Generally the objectives of Pioneer of International School are:

- a) improving the quality of national education in accordance with the mandate of the National Objectives in the 1945 Constitution, article 31 of the 1945 Constitution, Law No.20 of 2003 on National Education System, PP 19 of 2005 on the SNP (National Education Standards), and the Law No.17 year 2007 on the National Long Term Development Plan which sets the stage Priority Scale in the Medium Term Development Plan 2005-2009, to-1 to enhance quality and public access to educational services.
- b) providing opportunities at schools that have the potential to achieve national and international quality.
- c) to prepare graduates who are able to take an active role in the global community.

Especially the objectives of Pioneer of International School is preparing graduates who have the competencies listed in the Standards of Competence Graduates are fortified with international characterized competency standards. RSBI or SBI is a school culture of Indonesia, because the curriculum is aimed at the achievement of key performance indicators at least the following:

- 1) implement the Education Unit Level Curriculum
- 2) implement semester credit

- 3) meet the Content Standards, and
- 4) meet the Graduate Competency Standards.

In addition, success is also marked by the achievement of additional key performance indicators as follows:

- 1) Academic administration system based Information and Communication Technology (ICT) where at any time students can access the transcript of each.
- 2) Loading subjects equivalent to or higher than the same charge on school lessons ahead of one of the countries members of OECD (Organization for Economic Co-operation and Development) and or other countries that have certain advantages in the fields of education.
- 3) Implementing graduation standards the school or madrasah higher than Graduates Competency Standards.

Indonesian teachers do not need to use English in giving introductory lessons, although it should be done, but the use of English is a group of subjects to study science, math, and core vocational course.

In the Learning Process of RSBI or SBI expressed as follows:" The quality of each School or Madrasah international standard is guaranteed by the success of the learning process of implementing an effective and efficient. The learning process tailored to their talents, interests, and physical and psychological development of students. The success was marked by the achievement of key performance indicators at least, that meet the standards process." In addition,

success is also marked by the achievement of additional key performance indicators as follows:

- a. The process of learning in all subjects was a model for school or madrasah other in the development of noble character, noble character, winning personality, leadership, entrepreneur spirit, patriot soul, and innovator soul.
- b. Enriching with a superior model of school learning from one OECD member countries or other countries that have certain advantages in the field of education.
- c. Implementing ICT-based learning in all subjects.
- d. The subjects of learning are science, mathematics, and vocational core using the English language, while learning other subjects, except foreign language lessons, must use the Indonesian language.
- e. Learning English for the subjects of science and mathematics for primary school or MI will be started in Class IV.

2.3.4 Phasing of Pioneer of International School Standard

There are three stages of pioneering the development of international standard school program:

- 1) Development phase (first 3 years);
- 2) Empowerment phase (2 years; year-4 and 5); and
- 3) Self-phase (year-to-6).

At the development stage of the year-1 to the three schools was accompanied by the power of independent professional organizations or

institutions involved in the preparation, preparation and curriculum development, preparation of human resources and institutional modern management, financing, and preparation of facilities and infrastructure.

While on stage, namely empowerment for 4 to-5 is implementing schools and improving the quality of the results that have been developed at this stage of mentoring, therefore in this process the most important thing is to do a reflection on the implementation of activities for the purposes of program improvement and realization of partnerships with schools partners within and outside the country as well as the certification of international education.

In the independent phase in year-6 is already the school has changed the predicate of an international stub (RSBI) became international school (SBI) with a record of all the profiles that are expected to have been reached. Whereas if the profile expected from the content standards and competency standards, human resources (teachers, principals, support personnel), facilities, assessment, management, finance, student affairs, and culture of the school has not been achieved, it is possible the school will be exposed to passing RSBI -out.

2.3.5 Curriculum

Curriculum standards designed to provide assurance to the public that what is taught in school is completely consistent with the principles and goals of national education. Curriculum standards still refer to the Ministry of National Education number 22 of 2006 on the content standards and the number 23 on the competency standards. Schools can develop a curriculum unit level of education

(KTSP) by applying a load of subjects equal or higher than the charge the same subjects at school that has an international reputation.

In addition, schools must also implement local curriculum in an effort preservation and development that characterize the various aspects and potential of the area where the school is located. All this is packaged so that the syllabus developed and formulated the allocation of time really guarantee that the curriculum is developed and implemented with good local content.

International primary school should improve performance include:

- a. Academic administration system based Information and Communication Technology (ICT) in which students can access at any time of each transcript.
- b. Charge equal or higher than subjects of the same charge on school lessons ahead of the school and one of the OECD countries or other developed countries that have superiority in education.

Standard Curriculum: Schools implement the curriculum that was developed by subject content equal or higher than the charge on the same subject for other international schools and implement local curriculum in accordance with applicable regulations. In practice the school adhered to the full curriculum and syllabus documents that refer to the document developed the curriculum.

2.3.6 Learning Process

Teaching and learning process at Pioneer International School program should be able to produce graduates who have the personality of Indonesia and

international capabilities. Performance improvement in learning can be done by implementing the following things.

- 1) implementing bilingual for Science and Math
- 2) using ICT in classroom,
- 3) implementing ICT in laboratory
- 4) implementing various methods of teaching.

2.3.7 Phasing Grade Standard

Standard graduation emphasizes on all aspects such as spiritual, norms, social, emotional and academic. The components of graduate quality competence are:

1. Arranging standards of quality competence
2. The quality of graduates prepared to compete globally in terms of both knowledge and competence to communicate while maintaining a culture of Indonesia.
3. Graduation is based on an analysis of individuals who use professional judgment of teachers and schools

2.3.8 Educators

The workforce of Pioneer of International Schools should have academic qualifications and competency standards as follows:

- 1). Principal
 - a) has a minimum academic qualification of teachers' S-2,

- b) has a certificate as a school principal,
- c) able to communicate effectively in English and
- d) able to use ICT.

a. Educators or teachers

- 1) have a minimum academic qualification of teachers' S-1,
- 2) have a scientific background subjects in accordance with the mandates.
- 3) have ability to use the media ICT in teaching learning process,
- 4) have ability to implement English effectively in teaching learning process,
- 5) have high performance both individually and in groups and
- 6) have ability to develop their own potential in a sustainable manner.

2.3.9 Facilities And Infrastructure

Infrastructure to meet the learning needs of students based on how the brain works and international standards, consisting of the room along with the accessories, namely:

- 1) Classrooms with capacity of 28 students who completed a set of ICT (1 set of PC or laptop, 1 LCD, 1 piece projector Screen),
- 2) the place to play,
- 3) laboratory,
- 4) library,
- 5) the sports facilities,
- 6) facilities arts,
- 7) space principal,

- 8) space counseling,
- 9) auditorium,
- 10) canteen,
- 11) clinic,
- 12) space Administration,
- 13) internet facilities in every classroom throughout the school and WiFi for easy internet access,
- 14) space therapies for special needs and
- 15) toilet.

2.3.10 Financing

Schools provide adequate and sustainable funding for education. To that end, the school is obliged to collect, manage, and allocate funds to achieve the goal. In raising funds, the school needs to consider all potential sources of funds available as subsidies, community contributions, parents, grants, and donations of businesses and industries. Here are the quality financing of Pioneer of International School

- 1) The Pioneer of International Schools has some sources of funds. It can be from the owners of investment funds and student tuition payments for private school types and may vary from other sources, can be from the government and the community for these types of schools.
- 2) The Pioneer of International Schools has subsidy from province and from regency or city.

- 3) The Pioneer of International School has evidence administration for the using of the funds.
- 4) Financial management is conducted in a professional manner: transparent, efficient, and accountable to be examined by public accountants.

2.3.11 Evaluation

Assessment at this stage includes two main objectives: (a) assessment of student learning outcomes and (b) assessment program. The second type of assessment serves as a data collection strategy in order to better monitoring and decision making related to student and program implementation.

a. Assessment of Student Results

1. The primary purpose of assessment to monitor the progress of individual students' learning outcomes and continuous rather than to categorize students so not comparing achievement among students.
2. Assessment carried out by the mechanism, procedures and instruments which refer to international standards, such as Cambridge and Victoria, which is used both in daily examinations and final examinations.
3. Instrument development can be done alone, by adapting and adopting from other international schools or using instruments directly from the school referred to as a partner, or use the international standard tests.
4. Assessment of learning outcomes for the final stage, students must follow the national standard school Final Examination (UASBN) and international certification test (appropriate curriculum that followed).

5. Assessment was conducted on an ongoing basis by using various techniques and instruments such as rubrics, daily observation, task performance and written test.
6. Learning is based on the thoroughness of student learning achievement (mastery learning), the report issued by the school may include: Narrative Reports and Progress Report on Students per individual.

b. Assessment Program

Assessment program is an integral part in the development of SD-BI program. This activity aims to determine the suitability of the plan and the achievement of which has been established with the process and results achieved. These assessment activities include monitoring activities (monitoring) and evaluation.

Monitoring and evaluation activities are also conducted by external parties such as the Ministry of Education, Provincial Education Department, Office of Education District or City, and the Institute of International Education Certification.

In carrying out monitoring and evaluation activities need to refer to the following:

1. Monitoring is intended to provide early warning in case of deviation from the input and the process of SD-BI program.
2. Assessment intended to determine the suitability of the tangible results of SD-BI program with expected results.

3. Assessment instruments used vary according to the aspects of the program to be measured. Assessment program can also refer to the measurement of achievement of learning outcomes and students' personalities. The results of this assessment can be used to measure and monitor the students' profiles, as well as a reflection for the improvement of teaching and learning process.