A comparison study of instruction between international school and state school of middle school level in Indonesia

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Abstract. This paper presents a comparison between the instruction in international school and state school in the middle level in Indonesia to find out the strength and weakness of each school in order to identify some professional development needs. The observation and interview were conducted to see the instruction of each school. Some pedagogy aspects consisting of attitude, strategy, and practice were observed to get the overview of instruction. Through this study, it has been found that the teachers apply an active learning approach that created an enthusiastic atmosphere of students’ participation. However, the different circumstance found is in the aspect of the number of students, the language of instruction and students’ characteristics between those schools.

1. Introduction

Indonesia has implemented the 2013 curriculum (K-13) for the past two years. This curriculum change is clearly expected to improve Indonesia's education quality in the globalization era. The 2013 curriculum is a competency-based curriculum designed to anticipate the needs of 21st-century competencies. The students are expected to improve and to balance between the soft skills and hard skills covering aspects of competencies of attitudes, skills, and knowledge [1]. The roles of teachers to develop students’ skills also become one of the essential parts of the instruction. They should achieve the teacher competencies in order to be the professional teacher.

Teacher competence or referred to as pedagogical competence is the ability to design, implement, and evaluate, learning [2, 3], which included in the competence such as knowledge, skill, attitude. Sumual and Ali [3] revealed that the competence of teachers must also be able to internalize, control, and realize in carrying their professional duties that are shown from their work, managing the learning material so they can deliver the concept properly and achieve the expected learning object. Also, the competence of teachers is also shown from the ability to prepare learning materials, learning model, innovation in learning methods; to use learning models by learning materials; to create a meaningful learning atmosphere for students [4].

Based on data of teacher competence in Indonesia that is adapted from teacher competence test result, teacher competence especially in remote area still has passing grade below 40% [4]. Sukaesih, et al [5] research showed the prospective teachers still showed difficulties in managing classes and preparing the media effectively resulting students’ learning process less meaningful. Curriculum 2013 also raises the difficulty in conducting the assessment process and make school report [6]. Assessment in the 2013 curriculum is regulated based on the Minister of Education and Culture Ministerial Regulation No. 104 of 2014 which explains that there are four competencies in the assessment, namely...
spiritual, social and attitude, knowledge and skill and each competency will be measured by different techniques.

Meanwhile, the phenomenon of international schools in Indonesia has been developed since the enactment of the Law Number 20 Year 2003 on the National Education System. The international schools in Indonesia implement the international standard of education running in the developed countries, including the use of an official language [7]. This paper aims to portrait the instruction strategy applied in the state and private schools that implement K-13 as the curriculum and the international schools that implement the international standard curriculum.

2. Methods
The observation method with some items generated with the focus on the observing the instruction strategy of pedagogic aspects. The indicators consisted of attitude (training and pedagogy and students), strategies (paying attention, classroom environment, and student characteristics), and practices (group work, learning materials, use of questions, demonstration, language, and lesson structure). The observation was conducted in three international schools, three state schools, and three private schools. The data were then analyzed descriptively.

3. Results and discussion
3.1. Attitude
Harmonization between culture, training, pedagogy and classroom contexts makes teachers positive towards new practices. Especially in the international school setting that consists of a multicultural class with the background of the students is from different countries, the teacher should adjust the language and atmosphere to improve their motivation to learn. Multicultural education aims for equitable teaching which means that there is equal learning opportunity among all students of diverse linguistic and cultural backgrounds [8].

Teacher attitude is needed to build a good education. Based on [9], a good teacher has eight basic characteristics, they are material comprehension, decision making, critical thought and problem-solving ability, self-understanding and self-correction, reflecting; recognizing students and knowing students learning needs; applying new finding in education; teaching and communication ability. The success of teachers in teaching is not only determined in the experience in teaching but is determined based on the education program pursued [10].

The fact shows that the teachers in both national and international schools care to students’ progress. The facilitate students with various active learning activity to improve their understanding of the material. One of the international schools in Semarang is inclusion school, it shows positive attitudes towards poor and marginalized students. Teachers’ positive encouragement can increase student's motivation in learning process [11].

3.2. Strategies
The competencies that the teachers must have are professional, pedagogic, personality, and social competences. Meanwhile, teachers also should have the eight basic skills of teaching and one of the most challenging skills is the skill of managing the class. Class management is a basic skill for a teacher that controlling students’ activity appropriate with the lesson plans [12]. Class management is the skill in the pedagogic competence. Teachers should have this skill to maintain the condition of students in the learning process. A good learning process can be showed when the teacher gives the instruction, and each student understands it.

When a teacher instructs students, communication will be established between teacher and students. Effective communication occurs when each student understands the instruction or material that gives [13]. Communication is established during the learning process, it can also be used by teachers to measure students’ understanding of the instruction or material that gives. It is important for a teacher to measure students understanding. When a teacher measures students understanding, the teacher can see the strengths and weaknesses in each student. After that, the teacher can choose the
appropriate treatment for their students learning the process. When the teacher can measure the strengths and weaknesses of each student, the teacher has fulfilled pedagogic competence.

But it will be difficult for a teacher to measure the understanding of each student when the number of students in a class is more than twenty persons. The teacher difficulties in measuring the understanding of each student usually occur on state school that usually has classes consisting of 25-30 students. The number of students will be more challenging for teachers in classroom management and understanding the characteristics of each student. One of the effects that could happen in that situation is some students do not understand or even students have a misconception on the material.

Meanwhile, in the international school the ideal number of students has become one of the positive factors for teacher to observe their progress. It relates to [14] that states large classes appear to make faculty to change their courses because it is not effective to students. The observed result in international school at Semarang city showed that each class consists of 7-12 students. The number of students in each class has been regulated by the school's rules. This rule is given to keep the intensive class atmosphere for students’ learning process. On the other hand, this rule will help the teacher to measure students’ understanding easier compared to the big classes. The teacher is easier to help, manage and assess their learning progress.

Figure 1. The difference of class setting between international school class (1) and state school class (2)

Moreover, students in international school show the more direct response to the teacher and learning process than students in the state school. The characteristic of international school students is the result of the communication of each student with teacher goes well. This condition supports the students to have direct response behavior then it can improve students’ confidence in facing exams and challenges in the future.

Meanwhile, in state or private schools students tend to be more passive and hard to express their feeling. The government has designed the latest curriculum to address conditions in public schools. K-13 is a curriculum that does not only develop cognitive aspects of students, but also develops the affective aspects and psychomotor aspects of students. This curriculum applies the student-centered approach. K-13 models are effective to encourage the students to be more active to take part in the learning activity. Based on [15], there are three major roles of a principal in implementing K-13. They are building the school culture, shifting the school management, growing the leadership learning and supervision.

3.3. Practices
State schools in Indonesia use K-13 as the curriculum and it has several suggested models to be implemented in the classroom. K-13 models give the teacher to give the opportunity to have verbal interaction in small mixed groups, they share tasks and resources, and it is monitored by the teacher. Implementation K-13 curriculum gives some benefits in state and private school. Implementation K-
13 curriculum gives advantages in state and private school. One of the advantages of implementing this curriculum is focusing on the student-centered approach. This student centered could establish student's interest and student activity more.

The implementation of this curriculum allows a teacher to develop various teaching models and techniques. So the teacher can choose a model of learning models based on the needs and characteristics of students. In its implementation, K-13 presents a phenomenon or problem that must be solved by the students. It is expected to improve the ability of students in finding solutions to a problem. So, in the end of learning process the students master not only the cognitive aspects, but also the affective and psychomotor aspects.

Meanwhile, in international schools, they have a smaller number of groups because their class only consists of 7-12 students. This situation makes learning process in international schools more intensive than state school of each their student. Intensive learning can increase the motivation of students follow the learning [16], because the teacher knows how to understand each student.

The teachers use the textbook from the government for the state and private schools and use the textbook from Cambridge or Oxford as their reference related to the curriculum used. The textbook also comes with a workbook that has one packaged published by Cambridge or Oxford. The book provided by K-13 uses the integrated material. It provides a demonstration of a phenomenon or problem contextually. Demonstrations are used to attract students' attention to the materials in all schools and teachers encourage them by giving them the questions based on the one of the scientific approach parts in K-13 of questioning steps.

The international schools use English as the language of the textbook. This makes students of international schools are more proficient in English than the national school students. This aspect has become the major difference of instruction in those schools. Another different circumstance found is the character education in the learning process. The international school curriculum does not describe this character education briefly in the syllabus, lesson plan and assessment. Although international schools are multicultural students, teachers and schools should instill the character education that exists in Indonesia. Although it is not described briefly in the lesson plan, the character is taught during the learning process. Meanwhile in the K-13 character has been the focus of the learning.
process and students should be taught to improve their excellent character [16]. Characters that are taught do not only include the character of a scientist to solve a phenomenon or problem but also how to maintain the interaction and build academically polite communication.

4. Conclusion
Through this study, it has been found that the teachers apply an active learning approach that created an enthusiastic atmosphere of students’ participation. However, the different circumstance found is in the aspect of the number of students, language of instruction and students’ characteristics between those schools.

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