

## Curriculum Implementation of Sou (School of Universe) in Bogor

Fatmawati

State University of Medan, Indonesia

Fatmecincau22@gmail.com

**Abstract :** *The emergence of natural schools is considered capable of being an alternative in improving the quality of education. This study aims to describe the curriculum used in the Sougogors natural school and examine the structure listed in the natural school. The method used in this study is a qualitative method with a type of descriptive research. Data collection techniques used are observation and interviews. The subjects in this study are supervisors, principals, teachers, school committees and some high-class students. The results shows that the curriculum used in the SoUbogor natural school was called AKAR ALAM. AKAR ALAM have four concepts, namely 1) moral curriculum; 2) leadership curriculum; 3) logic curriculum; 4) business curriculum. Of the four curriculum concepts, AKAR ALAM has similarities with the structure of the National curriculum. Kurikulum natural school is considered able to improve education quality because it is expected that other schools can make the curriculum a reference in learning.*

**Keywords :** *curriculum; natural school; education*

### I. Introduction

Education functioned as a means of forming someone in achieving a life. The good or bad of a person is not seen from how high the person's education is. It all depends on how a person's process runs a rule in it. Regulations in the world of education that must be obeyed in a curriculum. The curriculum is the most important component in the world of education. Syaodih (2001: 5) says that the curriculum is a plan that provides guidance or guidance in the process of teaching and learning activities. Puziah (2017) says that the curriculum is a guideline in the learning process, every activity of the teacher or student in the learning process should not deviate from the curriculum.

Abdullah (2014: 1) says that a good curriculum will give birth to good learning, but a good curriculum is seen in how educators do teaching well too. The curriculum must be owned by every school, both formal and informal schools, even though natural schools have a curriculum that must be in accordance with students' abilities. Schools play an important role in providing education for students, schools as places for teaching and recipients of teaching conducted by educators and students.

Nanang Martono (2016: 35) says that School did promise a variety of things, among them: intelligence, intelligence, success, enjoyment, advancement of wealth can even promise poverty for those who disobey the rules of the school. In short, by going to school, as if all the burden of life can be reduced. Ivan Illich (2008: 100) says that now schools are designed based on the assumption that there is a secret about everything in life, the quality of life depends on how much the person knows the secret, and at school is a place where a secret is revealed. Ivan Illich agreed that school was not a place to look for a real life.

## II. Review of Literature

At present the school is a burden for students, the school is also a barrier to creating freely, playing freely and joking with whatever they want, without any fear in them. Ivan Illich (2008: 15) argues that schools do not develop learning activities or teach justice, because educators emphasize teaching which has been made into packages together with certificates. In school the learning process and social role determination are merged into one. Though learning means acquiring new skills or insights, while the social level depends on the views formed by others. Paulo Freire (1984) in his book says that education should be seen from the liberation perspective, educators are freed from the tendency of monologues to achieve the ability to dialogue with children educators should be freed from silent culture to achieve active critical awareness.

According to Urie Confonbrenner on ecological theory in the book Masganti (2015: 57) argues that child development is influenced by 5 environments one of which is the microsystem environment, which includes the environment closest to children such as home or family in everyday life in children. So from that natural school is very suitable in child development. Maryanti (2007) natural school is a school with a concept of education based on the universe. Looking at the school of nature is to see a unique school. Her Maulana (2016) argues that natural schools are one form of alternative education that is currently growing and developing rapidly. (Indonesia: 2018: 89) The learning process in natural schools can stimulate children's naturalistic intelligence. Because in natural schools, children are taught sensitivity to the environment, so that they have an awareness to participate in maintaining and preserving the environment in the future. The school of nature has a curriculum called *AKAR ALAM*.

According to Yulianti and Prihatin Sulistyowati (2014), the natural school curriculum is different. Jakarta's natural school developed a curriculum with the use of the web spider concept. The Cikeas natural school develops a curriculum of morals, logic and leadership. And SDI Surya Buana natural schools implement a triple "R" based curriculum, namely reasoning (research), research (research), and religion (religion). In this study researchers chose natural schools that use the concept of spider web and developed a curriculum of morals, logic, leadership and apprenticeship. Lendo Novo (2018: 75) states that the natural school curriculum also has the six components applied in the development of the curriculum, which was developed in The 4 pillars of the natural school curriculum include:

### a. Curriculum Morals

The moral curriculum in question is learning that refers to ethics that learn about what is good and what is bad also about the rights and obligations of fellow human beings as social beings. The goal of the moral curriculum is to bring students closer to what they know as good and behave properly to every form of action that reflects the value of understanding real and concrete. Through this curriculum students must be able to think critically by exploring the moral messages contained in each process activities they do at school.

### b. Leadership Curriculum

This curriculum intends to compile attitude learning. The hope is that students are able to have strong characters, so that they can be prepared to become leaders in the future. And this curriculum aims to find the competencies of each student.

### **c. Logic Curriculum**

This curriculum is designed to see the growth of logic and analysis of the abilities of students. This curriculum has a standard that must be achieved and has an analytical design so that they are not just completing tasks but knowing the connection between science that is being studied using it in real life.

### **d. Business Curriculum**

This curriculum aims to build the entrepreneurial abilities of students. As a printer of the nation's generation who are competent in facing the country's problems. Build the ability of students in entrepreneurship as early as possible and provide role models and learning opportunities with successful entrepreneurs.

## **III. Research Method**

This study uses a qualitative approach with a type of descriptive analysis research. Sugiyono (2016: 9) Qualitative research methods are research methods that are based on the philosophy of postpositivism, which is used to examine the condition of natural objects, where researchers are assigned as research instruments, data collection techniques are combined, inductive data analysis and qualitative research emphasize more meaning than generalization. Data collection techniques in this study were carried out by conducting observations and interviews.

Salim & Syahrums (2017: 114) says observation is done to observe the object of research, the observer (observer) acts as an observer who merely observes by not participating in the activities of the subject. Salim and Syahrums (2017: 119) Bogan and Biklen say that interviews are conversations that aim at two or more people directed by someone with the intention of obtaining certain information. The data analysis used in this study is the analysis of Miels and Huberman. Miles and Huberman in Emzir (2016: 129) say 3 steps in analyzing them include; data reduction, data presentation and conclusions and verification. And the validity of the data is obtained by Credibility, Transferability, Dependability, and Confirmability techniques

This research was conducted at School of Universe in Bogor. It started from the beginning of January to the beginning of March 2019. The research subjects used in this study were supervisors, principals, teachers, school committees and several high-class students at SOU (School of Universe) Parung District, Bogor Regency (West Java). The data collection technique is in the form of observation and interviews.

## **IV. Result and Discussion**

Analysis of the data used in this research is done by processing all information obtained through interviews and observations and then described based on existing problems. Based on the analysis of natural school curriculum data often referred to *AKAR ALAM*. In *AKAR ALAM*, there are 4 curriculum concepts, namely:

### **4.1. Curriculum Morals**

In this curriculum students are taught to have good and right ethics, about the rights and obligations of fellow humans as social beings. Moral also concerns the obligation of man to His God. Moral curriculum is found in Guidebook Curriculum and Teacher Morals, teachers and students can practice learning moral values in daily activities. This moral curriculum aims to accept the teachings of the religion it adheres to.

Based on observations in the field in the application of morals occur at any time such as greeting every adult who passes or they cross, not only that the moral curriculum also acts as a religious science multiplier. Not only mabit, natural school children are also required to carry out Dhuha prayer before conducting learning activities. In this natural school the entry schedule or activities in the school room is 9:00 but the children are still required to attend the school at 8:00 a.m. Then at 8:30 a.m., each child walked to the school mosque to perform the Dhuha prayer, and continued at 09.00 to continue activities in the classroom. Not only do the Dhuha prayer on time, the natural school children also perform the midday prayer in congregation with the religion teacher in the natural school.

#### **4.2. Leadership Curriculum**

This leadership curriculum is conducted on Tuesday and when there is an opportunity that allows it to do so. The aim of this curriculum is to develop children's character. In this curriculum students are taught to have the ability to teach, influence others, to work together in accordance with what is planned or designed in the learning process. In elementary school students this leadership curriculum acts as a character builder for children, emphasizing the attitude of helping, thanking, politeness, honesty, compassion, enthusiasm, cleanliness, tolerance, creativity, and determination in the child.

his leadership is formed by outbound activities, where these activities greatly help shape the character of children. From the activity, it was seen that children collaborated with each other, please help and respect one another, even very visible support for anyone who would do the activity, both normal and abnormal children. This outbound activity is carried out anywhere, both in class or outside the classroom, such as weekly outbound activities or called outing classes that are carried out in accordance with the learning plan.

#### **4.3. Logic Curriculum**

When viewed from the Logic curriculum it is almost the same as the curriculum K13 in the field of knowledge where they both use the same model, if in K13 it is called thematic but, if in the curriculum logic is called Spider web which is basically the same design and manufacture but the concept of content is different . If the 2013 curriculum has a concept of knowledge, then in the natural root curriculum there is a logic curriculum. The logic curriculum is designed and developed based on student needs and still must be in accordance with the potential of the surrounding environment.

If it is seen in the learning process this logic curriculum is far different from the existing learning in the K13 curriculum, this logic curriculum has a special method in its application because good education is born from the right teaching strategies and according to what is needed by students. In this curriculum also is not too much thought about how much value they get, but here is seen how the interest of the child towards something that is taught. And in learning the child is required to master the interests he will build or learn according to his interests.

The application of this logic is not required to get good grades because high scores are not the top priority of the natural school, but still have a report card that must be filled with a value. This value is filled in according to the child's ability, and the value is obtained from the UAS exam scores and daily activities so that there is no bad value in their order. If we look at the nature school report cards, there is something unique about their report, that is, there is no ranking just in the form of values. And every 3 months every child receives a narrative report that contains their diary and what progress has been obtained from the 3 months (said grade 2 and 6 teachers).

The teacher's evaluation of all students is not the same, normal children with abnormal children differ in their performance. Based on the results of interviews with class 2 and 6 teachers, they stated that achievement in learning in each class differs especially in children who have special needs, if a normal child must be able to read children special needs only recognize letters that are said to have achieved learning goals. So we see that in school nature does not become a difference, but just achieving different learning from one child to another. Not only in knowledge such as IPA, mathematics, IPS, religion, religion and so on, there is also a very unique learning program in the natural school, SAMSA, Green leb, read corner of classroom library, fieldtrp / outhing, performance, literacy day, and the scince project and culture day. The program is specifically designed to meet the needs of students, so students are able to channel what is potential within them.

#### **4.4 Business Curriculum**

This business curriculum aims to introduce students to sales as one of the main activities in the business. It is very clear that this curriculum is unique because only natural schools have this curriculum. This curriculum is made to build the ability of child entrepreneurs, for children who like to do business or trade, this curriculum is very suitable for these children. This curriculum intends to create entrepreneurs who are moral and virtuous. The application of this curriculum is tailored to the interests favored by children. This business is carried out by every child both normal and abnormal, this business activity is carried out every Wednesday and Friday for those who have a cooking class schedule. The business may be anything important that can be done for business.

In this curriculum, it appears that children must learn to be brave and independent and able to communicate and interact with buyers. In this business, children must also be able to count (mathematics) because they have to be able to give change to buyers who give more money than the price of goods. For normal children they are given leeway to get around everywhere that is important in the school environment because the buyers are the school environment, for children who are not normal they continue to do business but are accompanied by the accompanying teacher.

### **V. Conclusion**

Based on the results of research conducted on the implementation of curriculum in Sou Bogor, it can be concluded that the implementation of the curriculum in Sou Bogor was carried out in accordance with the curriculum standards. The curriculum standard can be seen from the curriculum structure used, the structure or component of the curriculum used in natural schools consists of objectives, material, media, strategies, processes and evaluations

or evaluations. From all the components listed in 4 concepts / 4 pillars of natural school curriculum, namely moral curriculum, leadership curriculum, logic curriculum, and apprenticeship curriculum.

### References

- Emzir. 2016. *Metodologi Penelitian Kualitatif Analisis Data*. Jakarta: PT RajaGrafindo Persada
- Frerie Paulo. 2007. *Politik Pendidikan*. Yogyakarta: Pustaka Pelajar
- \_\_\_\_\_.1984. *Pendidikan Sebagai Praktek Pembebasan*. Jakarta: Gramedia
- Illich Ivan. 1984. *Bebaskan Masyarakat dari Belenggu Sekolah*. Jakarta: Yayasan Obor Indonesia
- Martono Nanang. 2014. *Dunia Tanpa Sekolah*. Jawa Timur: Mitra Wacana Media
- \_\_\_\_\_. 2016. *Sekolah (bukan) Penjara*. Jakarta: Mitra Wacana Media
- Maryati. 2007. *Sekolah Alam, Alternatif Pendidikan Sains Yang Membebaskan Dan Menyenangkan*.Jurdik Kimia.
- Masganti. 2015. *Psikologi Perkembangan Anak Usia Dini Jilid I*. Perdana Publising: Medan
- Pauziah Rita. 2017. Penerapan Metode Diskusi Untuk Meningkatkan Aktivitas Siswa Pada Pembelajaran Menirukan Pembacaan Pantun Anak di Kelas IV SDN 19 Kepahiang Kabupaten Kepahiang Provinsi Bengkulu. *Jurnal Ilmiah PGSD*.10/1
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: PT Alfabet
- SukmadinataNanaSyaodih. 2001. *Pengembangan Kurikulum Teori Dan Praktik*. Bandung: PT Remaja Rosdakarya.
- SutomoAyoe. 2018. *Sekolah Untuk Anakku*. Jakarta: ElexKomputindo
- Salim dan Syahrur. 2012. *Metode Penelitian Kualitatif*. Bandung: Citapustaka Media