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Challenges In The Implementation Of School-Based Curriculum (SBC) In
The English Language Teaching (A Case Study at MIM Al Furqan and
MIN Kelayan Banjarmasin)
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Dilakukan Orang Tua yang Berprofesi Guru Agama di Kota Banjarmasin)
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CHALLENGES IN THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM (SBC) IN THE ENGLISH LANGUAGE TEACHING (A Case Study at MIM Al Furqan and MIN Kelayan Banjarmasin)

By Nida Mufidah*

Abstract

This research is conducted to find out the challenges in implementation of SBC in English teaching in *madrasah Ibtidaiyah* faced by the teachers in Banjarmasin South Kalimantan. There are two English teachers from two schools involved in this study; They are MIM Al Furqan, and MIN Kelayan Banjarmasin. Questionnaire, observation, interview, and documentation were used to gather the data. The data needed are the implementation of SBC in English teaching which can be seen from the syllabus, lesson plan used by teachers and the implementation in class and also the challenges that the teachers face in implementing it. The result showed that one school out of two applied SBC in different style (MIM Al Furqan). It can be seen from the preparation, practice and evaluation. The other school, MIN I Kelayan, still applied previous curriculum. The challenges faced by English teachers were also varied among others are diversity of students, restricted time allocation for English, facilities, nonrealistic indicators in syllabus and educational background, workshop of curriculum development. All should be responsible in the hand of government and teachers.

Key words: School Based Curriculum, English Teaching, Elementary schools

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A. Introduction

1. Background of Study

In respect to the English teaching in elementary school education in Indonesia, the mode of knowledge development is still vague, many English study programs still put a strong emphasis on traditional disciplinary knowledge production. On the other hand, few English Study Programs recognize the needs to incorporate competences as the aim of teaching and learning process. However, global developments in society and economy encourage English in Indonesia to close the gap between classical disciplinary knowledge and know-how required for the teaching and learning. One feature on the demand for more relevant education has been a stronger emphasize on the world of work with a great deal of attention given to core and personal transferable skills including the ability to communicative, solve problems and cooperate.

Along with the shift toward competence oriented education, the space between teachers in education is narrower signified by dynamic collaboration between educational institutions society. One way to conceptualize the relation between education and the world of work is through competency based curriculum (CBC).

The term curriculum can refer to a variety of things, including the courses taught in a school, or a program, the document that list the courses taught, a set of teaching materials that are organized in some sequences of framework, or a framework for selecting and organizing learning experiences (Howel and Wolet, 2005:5 as cited in Yanto, 2011). The curriculum is usually designed by the authority body or the government. In Indonesia, Curriculum is very dynamic. For the last decade, at least there were two curriculum applied. In 2004, Competence Based Curriculum or *KBK* was introduced. The 2004 English curriculum is designed based on the government regulation stating that the level of achievement in every curriculum is stated in terms of competence (Chapter III, Article 8, Point 1); that the learning process is carried out by developing reading and writing culture; and that (Chapter III, Article 21,

Point 2); that the competence for language subjects should emphasize the ability to read and write (Chapter III, Article 25, Point 3) suitable for the levels of education; and that the standards of competence for high schools are aimed at increasing/improving the learners' intelligence, knowledge, personality, integrity, and life skills in order to live independently and to pursue further education (Chapter III, Article 26, point 2)

(Depdiknas, 2005). This 2004 curriculum did not last long. When the schools were still struggling to implement this curriculum, another new curriculum was introduced.

Since 2006, when Law No. 20/2003 on the National Education System was implemented, the centralized curriculum was gradually changed by a decentralized school level curricula. This was when SBC (school based curriculum) was introduced. This curriculum allowed schools to design and develop a curriculum based on the needs of their pupils referring to the national standard. The elements of SBC are educational goals of schools, education structure and contents, educational agenda and syllabus.

Indonesia government gave some time for schools to start implementing SBC by year of 2006 and must implement this curriculum by 2009 (Yanto, 2011). Therefore, active responds in finding information about this curriculum were needed.

Regarding the issue of SBC implementation and schools' confusion and struggle, it has been 3 years since the due time of the implementation. This study will investigate the implementation of SBC in English language teaching in Elementary level because there is a very limited study in this area especially in South Kalimantan. Many researches in the area of English language teaching were in Senior high or Junior High level. Therefore, it is needed to find out whether or not the schools especially in elementary level implement SBC in English teaching. Moreover, it is also important to investigate the problems faced by schools in implementing this curriculum in English teaching considering that English was introduced as local content in elementary school level not long before SBC. Some

schools start teaching English at the 4th grade students and some other schools teach English since the 1st grade. This difference is assumed to give different level of SBC implementation in English teaching as well as the challenges faced by the teachers.

2. Problem Statement

Based on the description above, the researcher can identify the problem of this research. The researcher formulates the problems of the research that it is in order to be feasible. This thesis focused on the problem, as follows:

1. How does the implementation of school based curriculum in English language teaching in MIN Kelayan Banjarmasin and MIM Al Furqan Banjarmasin?
2. What are the challenges faced by teachers in Implementing the curriculum?

a. Objective

Based on the problems above there are two purposes of the research they are:

1. To know the implementation of school based curriculum in English language teaching in *Madrasah Ibtidaiyah* and Elementary School in Banjarmasin.
2. To describe the challenges faced by teachers in implementing the curriculum.

b. Significance of Study

The result of this research is expected to have advantages; Theoretically, this study will give much information about the implementation of the SBC in English Language teaching in elementary level school either *madrasah ibtidaiyah* or public elementary school.

Practically, through this study, teachers can learn about the challenges faced and put some efforts to solve it. Moreover, for the government, this study can be a consideration for another policy in the future.

B. Method of Research

1. Research Design

This is a qualitative research. The design of the research is a case study. According to Stake in Creswell (2003), in case study, the researcher explores in depth a program, an event, activity and a process. The term case study is also related with 'some unit or set of units, in relation to which data recollected or analyzed; it is a specific form of inquiry that investigates a few cases, often just one, in considerable depth (Hammersley and Gomm, 2000).

My research setting took place in Banjarmasin, MIN Kelayan and MIM Al Furqan Banjarmasin. The reason why I chose this site was primarily because the setting is accessible and manageable to collect the data. The data is taken through the interview and observation with two English lecturers. The interview was transcribed and analyzed. In addition to the data taken from interview, the documents concerned with the implementation of SBC will also be analyzed leading to the use of document analysis technique.

2. Location

There are two schools will be involved in this study; 2 *Madrasah Ibtidaiyah*. They are MIM Al furqon, and MIN Kelayan Banjarmasin.

a. MIM AL Furqon (Madrasah Ibtidaiyah Muhammadiyah) Al Furqan Banjarmasin

MIM Al Furqan is one of private elementary schools in Banjarmasin which is located on Jl. Sultan Adam Komp. Kadar Permai II No. 20 Kel. Sci Miai Banjarmasin. There are 16 classes with the total number of the students are about 502 in academic year 2012/2013. The headmaster is Sholihin, S.Pd. There are 29 teachers in this school including four English teachers.

b. MIN I Kelayan Banjarmasin

This school is located on Jl. Gerilya 14 RT 27 Kelayan Banjarmasin. In academic year 2012/2013, the total number of students are about 300. There are 12 classes. This school is one of the state elementary schools in Banjarmasin.

There are 19 permanent and non-permanent teachers in this school including one English teacher. The headmaster is H. M. Yunus, A.Ma.

3. Subject

The subjects of this research are 1 English teachers from MIM Al furqon, and 1 English teacher MIN Kelayan Banjarmasin.

4. Data

The data needed are the implementation of SBC in English teaching which can be seen from the syllabus, lesson plan used by teachers and the implementation in class and also the challenges that the teachers face in implementing it.

5. Technique of Data Collection

The techniques of data collection will be used in this study are questionnaire, observation, interview, and documentation.

6. Data Analysis

After the data are collected, the researchers will classify them based on the problem statement and then analyse them qualitatively so that all data can be used to answer the probing questions systematically.

C. Findings and Discussion

1. The Implementation of School Based Curriculum in English Language Teaching

a. MIM al Furqan (Madrasah Ibtidaiyah Muhammadiyah) Al Furqan Banjarmasin

In this school, English is taught as a local content subject. There is one English teachers who has English educational background. In this research only one teacher was involved. She taught grade IV and V. The teacher had just taught English in this school for one year, yet she had some experiences in teaching English at different institutions.

1) Preparation

From the interview, the researchers found that the teacher had good preparation since she always taught her lessons based on the current syllabus. Due to the fact that MIM Al Furqan applied School Based Curriculum (SBC), she was familiar with this

system. It was supported by the documentation in which the teacher had developed syllabus and lesson plans based on the need of the students. She had shown written documentation. It was also found that all students have their own English text book and students' worksheet.

2) Practice

Based on classroom observations, the writers found some interesting facts about English teaching learning process in this school. In introducing materials, the teacher had shown that she had good induction skills. She usually tried to relate previous lesson with today's lesson and provided general information about the topic so that the students had enough background knowledge about the current material.

In managing her classroom, she provided adequate time for her students to perform some tasks and paced the lesson appropriately. She also made clear to her students what they were meant to do during teaching learning process. However she did not give much chance to the students to have pair and group work activities. She also explored limited media when teaching.

During presentation, the teacher presented the material in a clear manner. She always involved the students in learning the language by giving opportunities for the students to have a lot of practice using the target language. For example, she asked the students to perform the dialogue in front of the class. However, she seldom checked her students' understanding about what they had to do and did not treat students' error appropriately.

In terms of her professional and interpersonal relationship. The teacher had established good rapport with her students and genuinely responded to the students. From the process of teaching learning, we could see how the students interacted well to the teacher.

Moreover, she has good personal qualities since she was flexible but confident and mastered the materials. She spoke English with clear voice and usually maintained eye contact when teaching.

The lessons were effective as language lesson since the teacher provides sufficient opportunities for intended students to use English. However, sometimes she needed to combine English with students' native language to make her explanation clearer.

The most important aspect is in post activities, the teacher had shown her good closing skills by reviewing the material, provided reinforcement by giving homework.

From the interview, it was found that the teacher used some media in teaching English such as pictures, flash cards and real objects. These media help students to understand the materials better. Beside using media, she also applied different methods and techniques when teaching. It was very common for the teacher used some techniques as like language games, role play, simulation. However, she admitted that she needed to combine English and Indonesian as language instructions since it was difficult for the students to comprehend the lessons without any translation.

3) Evaluation

From the interview, the teacher mentioned three different assessments that she commonly used such as oral test, written test and portfolio. The most common techniques were oral and written test. These evaluation techniques were used by the time the researcher observed the class. The teacher asked the students who had been divided into several groups to perform the dialogue in front of the class. The next meeting, the researchers also found that the teacher gave some written test to the students.

b. MIN I KELAYAN (Madrasah Ibtidaiyah Negeri) Banjarmasin

At MIN I Kelayan, English is offered as the local content starting from the fourth grade. The English teacher teaches there was not graduated from English major. She is actually an Arabic teacher. However, she has been asked to teach English since 2006. The following is the result of the observation, interview and documentation which is divided into three stages; preparation, practice and evaluation.

1) Preparation

English teacher in MIN I Kelayan did not do much preparation for her teaching. From the interview, it was revealed that the school has no syllabus for English and she admitted that during her six years of teaching English, she never made any lesson plan. She said that it is due to the fact that English is only the local content and that she does not know much about English lesson. When she was asked about basic and standard competence in English for Elementary School provided by the Ministry of Education, she said that she never consult her teaching to it. She just followed the text book. In teaching, she used a textbook called "On The Way" both for grade four and five. The documentation confirmed the fact that there is no syllabus, lesson plan or students' worksheet. The textbook is only for the teacher.

2) Practice

In classroom practice, the researchers tried to find out whether or not the teacher implements SBC. In introducing materials, the teacher had not shown that she had good induction skills. When she came to the class, she greeted the students, wrote down the material on the board and asked the students to translate without giving explanation about the material given. She did not set the objective clearly.

However, She is quite good in classroom management. She managed to keep the class quite when the students were working on the assignment. She went around the class and help the student when it was needed.

In terms of her professional and interpersonal relationship. The teacher had established good rapport with her students and genuinely responded to the students. However, She has lack of confidence in delivering the material. She did not speak English fluently and accurately with clear voice.

The lessons were less effective as language lesson since the teacher does not provide sufficient opportunities for intended students to use English. She mostly spoke in Banjarese or bahasa Indonesia and rarely asked the students to practice their English.

In closing time, the teacher only asked the students to submit their works. She did not give any review.

Those result of observation was then checked with the result of interview which confirmed most of the description above. Related to the language instruction, teacher said that she mostly used Banjarese and Bahasa Indonesia due to her lack of confidence in using English, to be specific in English pronunciation. She also explained that because the students do not have the text book, teacher wrote down the material on the board and asked the students to write it in their books. After that, teacher asked them to translate. She admitted that she did the same thing almost in every meeting both for grade four and five. When students have finished translating, the teacher gave a written vocabulary test in the form of puzzle. Teacher hardly used any media to explain the material.

3) Evaluation

In SBC, there are several ways of doing the evaluation such as portfolio, performance and written test. It is found out that in this school, the teacher only used written test to evaluate the students. She did not perform performance test because she did not teach speaking most of the time, and she focused more on vocabulary. She also mentioned that she did not know much about portfolio and she believed it would cost her too much time to do it.

2. The Challenges Faced by Teachers in Implementing School Based Curriculum (SBC)

The implementation of SBC is not without challenges. The responses of the students and teachers reveal that the sources of challenge comprise the assessment and the classroom management. The number of students which is 30 students is oftentimes difficult for teachers to manage the class. This is because teacher has to pay individualized attention to students. A teacher has to motivate and gives stimulus to them. In addition, it is very difficult for every teacher to develop soft skills to a large number of students. If she can choose, she will choose teaching a less number of students.

Readiness is another issue revealing the challenge in the SBC setting. Acknowledged by a teacher in MIN Kelayan, readiness applies for both teachers and students in order that they can undergo successful teaching and learning process. The ideal condition of SBC is that both teachers and students should be ready to undergo the teaching and learning process in the class, but in reality the opposite condition happens. I mean there are some students and teachers who are not ready, so that the result is not maximum. If the students are ready they can participate fully in class, but if they are not ready they cannot develop their critical thinking in the class discussion.

A teacher of MIM Al Furqan added that students attending the CBC class should be proactive although she also acknowledged that many students still position themselves as passive learners. Hence, it becomes teachers' responsibility to encourage them to be more active, as shared by a teacher at MIN Kelayan Banjarmasin.

Our challenge is when we find that the students are not 'tune in' in the class. So it is our responsibility to motivate them by stimulating their meta-cognitive.

Assessment is the final challenge perceived by the teachers. The teacher of MIN Kelayan pointed out that it is more difficult to assess students' performance in the CBC class than in the conventional class, arguing that: In the conventional class we just assess the students' hard skill through the fixed mechanism of examination. But in the CBC class, we have to assess both hard skills and soft skills of the students. This really gives us very a complex process. For example, we have to be attentive in the students' activity in the class so that we can assess their soft skills such as communication and teamwork. For another example, to assess the hard skills, we have to, you know, assess the students work based on their daily basis assignment which really time consuming. You see, they have a lot of assignment on writing and we have to check them one by one. And in the final score, we have to examine all their assignment in the form of portfolio. Based on observation, the teacher who is not from English

background get difficulties the assessment, since she applies grammar translation method, translate every single words without asking and explaining the lesson in English communicatively.

The complexity of the assessment in SBC has actually been suggested by Pitrik and Holzinger (2002) arguing since the end purpose of the SBC is the competence, the assessment is not on the acquisition of fact, information and knowledge. Rather it emphasizes on the performed competencies. In fact assessment is an inseparable part of the learning process in the development of competencies.

In short, this reasearch has identified that, using the SBC has designed the courses based on the core competencies, supporting competencies and additional competency. It is clear that the competencies developed through the courses are the ones needed. The focus of the English varies each year, comprising the skills in each class. It is obvious that the teaching and learning process at MIN Kelayan and MIM Al Furqan has placed teachers as the facilitator and students as active participants enough in the class.

Ideally, Employing the students-centered learning method, teachers has used several techniques matching with the SBC spirit namely, constructivist teaching and learning, cooperative and social learning and problem based learning. Challenges facing the teachers in implementing SBC involve class management, teachers' and students' readiness as well as the assessment. However, the research recommends that with the improved understanding of the teachers in the SBC process, the problems and challenges can be overcome. Such programs as training, discussion and professional reading might lead to the teachers' improved understanding on the SBC practice.

Based on the interview with the teachers, there are some problems encountered during teaching learning process as follows:

1. The Diversity of the Students

It is assumed that students are in the central position which means that all learning activities should be centralized to the students' competencies development. Therefore, in order to

support their competence, potency, development, and needs, curriculum set up must be in accordance with the environment needs. Besides, it must also develop the varieties of students' characteristic. Due to the fact that there are various students who have different level, motivation, interest in English, it was common that the teachers had difficulties in managing the class and select appropriate materials for intended students.

2. Restricted Time Allocation for English

Since English is very important, the teachers should provide students many opportunities to the target language. However, the teachers only came once in a week with the time allocation for English lessons were only 35 minutes x 2. Therefore, students' improvement in English skill was not really significant.

3. Unrealistic Indicators in Syllabus

Based on readily available syllabus, teachers should be able to develop the syllabus based on the students' need and interest. Nevertheless there are too many indicators offered which were difficult to be achieved by the students.

4. English Educational Background of the Teachers

This is the fact that there are only one teacher who has appropriate educational background in teaching English at Elementary level. The research found that one out of two English teachers was not from English Department. Therefore, this became their main problem when she taught her students. She had lack confidence in pronouncing English speech sounds and applied limited interesting techniques and methods while teaching. Here, teacher content knowledge is really influenced by the educational background.

5. Student Motivation

Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behavior. Internal factors include the individual characteristics or dispositions that students bring to their learning, such as their interests, responsibility for learning, effort, values and perceived ability. For example, are students confident or fearful when they

approach new learning tasks? Do they attribute success to luck, or do they appreciate the effort required? Do they feel in control of the factors that lead to success?

It is also important to understand the external factors, which schools can affect--the variables in learning conditions and environment that trigger, support, or change student motivation. Certain types of schooling practices may promote or hinder motivation, such as features of the classrooms, peer groups, tasks, and instructional practices. For example, challenging, relevant instruction helps to engage students. Another way to increase motivation is through positive connections to others, such as mentors and role models.

Students' beliefs about their ability to learn are shaped by messages and experiences at home, at school, and in the larger society. Low expectations can be subtly communicated by parents and teachers, and through school practices such as tracking, ability grouping, or curriculum that is not challenging. Conversely, high but achievable expectations convey the message that all students are capable of achieving. Schools can positively influence student motivation through:

1. Varied and integrated instructional strategies and resources.
2. An open and caring school environment.
3. A wide range of student supports.
4. Sharing information and responsibilities for student learning among the staff.

These techniques all promote student motivation for educational success (Einspruch, Grover, Hahn, Guy, & Deck, 2001; Shore, 1998; Yair, 2000).

3. The Analysis of Implementation of School Based Curriculum in English Language Teaching in MIN Kelayan and MIM Al Furqan Banjarmasin

Considering that a teacher is unqualified, the government has been trying to raise their competence by sending them, including the English teacher, to join the curriculum development training conducted in several centers. The training is actually intended to upgrade the competence on the teachers especially in planning the teaching and learning process based on the new

curriculum. Making a lesson plan is an ability that must be owned by every teacher. It is a kind of an implementation of a syllabus to the teaching and learning process. Without being able to make a lesson plan, she will not be able to do what to teach, how to teach and how to evaluate students' performance. Thus, what is expected after joining the training is the teacher will really be able to implement CBC. However, to implement CBC was still nonsense. Actually teachers have to follow everything stated in the curriculum while in the CBC teachers have the authority to develop their own curriculum by developing the potencies of the region. It entails the expectation that teachers would be able to develop their creativity. Besides, by developing the potencies of the region, students will be able to do things easier for they have been familiar with them in their environment.

Based on the observation, the teacher has not been accustomed to following the ready used curriculum, they feel incompetent to set up CBC as their own curriculum. CBC requires teachers to work hard, to be creative in developing the competencies of the students, especially in implementing to syllabus. The incompetence in doing so is due to varied reason. Among others (1 teacher) based on interview in particular have non-English department educational background. One is the graduate of English department. The educational background not from English department, this condition, of course, may cause a big problem in implementing CBC, such as lack of confidence in pronouncing English speech sound, limited interesting techniques and media.

Both teachers have not joined the upgrading for syllabus and curriculum development yet and training of certified professional English teachers. The workshop or training actually has significant way to develop professional English teacher. Here, they will accept material in plenary sessions and the practice is done in small groups each is accompanied an instructor. During the sessions in small groups, there are discussion, questions and answer. Ideally, teacher should follow this program provided by the Education ministry, Religious Affairs Department, LPMP

(The Board of Responsibility of Education Quality). Teachers are expected to explore the possibilities in developing the syllabus, lesson plan and material, because each of them had to develop his own, to develop different competence standard (SK) and basic competence (KD) with the guidance from the trainer.

It is true that there are a lot of challenges in implementing curriculum as teacher educators. The introduction of a new curriculum poses a range of challenges to teachers and teacher educators with regard to the underlying assumption and goals, the subject demarcation, the content, the teaching approach and the method of assessment.

The curriculum of CBC provides such challenges. These challenges are identified include restricted teaching time, size of the class, location and physical setting, curriculum required content, text book, teacher content knowledge, the nature of the topic itself, difference between teachers beliefs and the underlying ideology of the proposed curriculum, learners and parental expectation, learners pre knowledge and institutional arrangement. Restricted time, it is true that time is one of the factor that hinder the implementation of the curriculum as a teacher educator. Some refer to the "universal issue/dilemma of time" and the teacher belief that if they do not spend their time covering the curriculum they will be damaging the student. I found that elementary school teacher who is still teaching according to the interim syllabus she fails to accomplish it.

As we have seen that time is a limited factor, in order to overcome this teacher and teacher educators should divide curriculum into more segments so that to allow participatory approach to be more efficient so that all learners will participate full and also by using remedial time in order to overcome this frame of time.

Classroom size and culture is also another frame in implementing the curriculum. I can find there is no correlation between size of the class and the number of students. Therefore this becomes more difficult to the classroom having a large number of students. Therefore in order to solve this problem, teacher and teacher educators should divide the number of

students into groups. Example teacher can make a class of maximum number of forty five (45) so that to make learning process more efficient and enjoyable to every student. Another frame factor (challenge) that arouse in implementing curriculum is teacher's content knowledge. Related to the challenges provided above, the writer comments that one of the most consistent finding pointed to teacher low level of conceptual knowledge, their poor grasp of their subject and the range of errors made in content and concept present in their lesson". If many teachers are trying to grips with the content in the existing syllabus, it is clear that the introduction of new topics is going to place a greater burden on these teachers. Then those education stakeholders should introduce the special programs like introduction of courses such as Teacher Educators Program (TEP) and MGMP (Musyawarah Guru Mata Pelajaran) in order to brush their knowledge about the content so as to solve this problem.

Apart from that, students of elementary school or young learner's pre knowledge also are another factor that led to the failure of implementing this curriculum. The curriculum of 2006 of primary education requires learners to study classification from form one up to form six and the document is designed accordingly for the different phases or in Islamic institute, this is as local subject. When wanting to trial our material in the senior phase, however, teachers were faced with learners who had no prior experience of classification at school. For example: a form six student to do the hierarchy of classification. This led to frustration on the part of learners who viewed the activities as "playing game" and did not viewed it as real classification, as well as frustration for teachers at the time being taken up by the topic. This also affect the curriculum development process as it limit time exttent to which we could trial the materials and determine the appropriateness of activities for different grades.

The proper program on curriculum development will be the better way to overcome this challenge. That is by arranging the content in accordance to the learner's prior knowledge.

The social context of schooling is another factor that led to the failure in implementing this curriculum. It is noted that "schools are culture system of human relationships, traditions, ideas, attitudes and ways of doing things. Teachers' experience attempting to implement this curriculum is this contradiction that happening between the curriculum and some social communities. Some social communities here means the people in the foundation of the school and the senior teachers who still hold the traditional teaching and affect to junior teachers, such as speech technique without letting students to practice and use English and translation from English to Indonesian (in MIN Kelayan). Therefore, the only thing to solve this problem is first to educate these communities including our traditional teachers so that this teachers should be aware of what they teach and how they teach in the classroom.

Another issue that hinder the implementing this curriculum is location and physical setting, I may find some school or colleges the location of the building and the physical setting of learning resources/materials do not favor all types of learners including types of students' learning, namely visual, audio or kinesthetic learners. I found in some areas there is no facilities that favor students to know language in real situation. MIN Kelayan and MIM Al Furqan Banjarmasin is really hard access to get there, since the location is in the settlement, these schools do not have facilities of language laboratory, video, LCD and laptop for teaching as well as library for references of language skills. Therefore, this is making learning process too difficult to be accomplished. The only thing that will make this problem to be effectively solved is to make sure that there is proper location of infrastructure in the schools to favor all people and also the physical setting of the school and the college should be well managed.

Also text books is another challenge in implementing this curriculum, this is because I found in MIN Kelayan the ratio of number of text books of a particular subject in a certain class is small compared to the number of students. This makes difficulty for learners to get a time for them to read in order to get more knowledge. This is due to lack of availability of hand books for

students, five students. So in order for this curriculum to be safely implemented, the ministry of education and training with collaboration with those educational stakeholder should make sure that they try to increase the number of textbooks of each subject in all schools and colleges.

The nature of the topic itself is also a problem and this is because we as a human being, teacher we are not perfect (good) in all areas (topics) which we are required to teach our learners. The point is that 'it is important to knowledge that we do not yet know the best (or even a very good) to teach students.....'

I encountered several examples of teachers strongly defending their intuition which is in conflict with formal curriculum. An extensive problem was that of teachers struggling to come to grips with the difference between the everyday and the use of this curriculum. In trying to deal with this challenge I recognize the need to workshop teachers intensively on the content prior to material being used in the classroom as I said above. In some cases teachers have to delay classroom implementation in order to spend more time working with teachers' team. Furthermore to put emphasis on the importance of recognizing rather than ignoring learners' every day experience. Also to encourage teachers to allow for learners discussion that provides opportunities for learners to challenge one another and to revise their earlier ideas.

Another issue which intervenes the implementation of this curriculum is the nature of curriculum document. The concern here has been expressed about technical nature of the curriculum 2006 of readiness. The concern here is the preparation of these curriculum there was no a top-down consultation between curriculum developer and teachers as well as teacher educators who are the main implementers of these curriculum. Therefore this knowledge of competence based curriculum comes difficult to be implemented and achieved. Therefore the only thing to do in order to solve this problem is to make sure that there should be a top-down consultation during the whole process of the curriculum development. It could be done through LPMP consultants.

In short, after looking the above challenges and the way of overcoming these challenges the only thing is to privilege these teachers and teacher educators to work intensively with motivation and to focus on particular aspects of this curriculum. These teachers have also been provided with the necessary instructional materials. In the case of curriculum of 2006 of CBC I'm not sure of these privileges.

The writer acknowledges that some of the difficult noted are related to this specific learning area, but many of the issue discussed apply to curriculum in general. The obstacles identified are not only specific to this new content but also apply to traditional content being taught within a new approach.

D. Clozure

The writer concludes that "very few teachers have been able to translate the very complex logic of curriculum and its vaguely stated outcomes into appropriate learning programs and to effectively mobilize student-centered learning". Therefore the greater deal is to attempt all these so as to make sure this notation of new curriculum to be carefully implemented. MIN Al Furqan Banjarmasin applies SBC. It can be seen from the preparation, practice and evaluation. The other school, MIN I Kelayan, still applied previous curriculum. The challenges faced by English teachers were also varied among others are diversity of students, restricted time allocation for English, unrealistic indicators in syllabus and educational background, facilities and location of the schools.

The policy makers/government, it is suggested to consider the challenges faced by the teachers in making another policy/curriculum in the future. Appropriate training should be given more not only to the "big" schools but also to the "small" schools. Teachers should improve the knowledge and also the method, techniques in teaching English especially using SBC through workshop of curriculum development. Intensively to know what to teach and how to teach.

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BIMBINGAN AQIDAH TERHADAP ANAK USIA PRASEKOLAH (Bimbingan Aqidah yang Dilakukan Orang Tua yang Berprofesi Guru Agama di Kota Banjarmasin)

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Abstrak

Pembimbingan aqidah dan cara-cara yang dilakukan oleh orang tua sekaligus sebagai guru agama di kota Banjarmasin sesuai dengan usia anak prasekolah dari Anak Usia 0-2 tahun tentang *Masalah-masalah Aqidah yang dibimbingkan* seperti Rukun Iman yaitu iman kepada Allah, Malaikat, dan Nabi/Rasul; Rukun Islam yaitu Ibadah Shalat; Surga dan Neraka; Membaca Alquran; Zikir; Shalawat; Sopan Santun dan Lingkungan. Kemudian *Cara-cara yang digunakan guru Agama dalam Proses Pembimbingan Aqidah* meliputi: Metode Mengajarkan Langsung, Metode Teladan, Metode Pembiasaan dan Metode Cerita.

Anak Usia 2-5 tahun tentang *Masalah-masalah Aqidah yang dibimbingkan* meliputi: Rukun Iman yaitu iman kepada Allah, Malaikat, dan Nabi/Rasul; Rukun Islam yaitu Ibadah Shalat dan puasa; Wudhu; Membaca Alquran; Lingkungan; Doa-doa; Adab; Sopan Santun; Melayat; Kemudian *cara-cara yang digunakan guru Agama dalam proses pembimbingan Aqidah* yang meliputi: Metode Mengajarkan Langsung, Metode Teladan, Metode Nasihat, Metode Pembiasaan, Metode Cerita, Metode Tanya Jawab. Metode *Reward dan Funishment*.

Kata Kunci: *Bimbingan, Aqidah, Prasekolah dan Guru Agama*

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