

# Curriculum Management at the Pusat Kegiatan Anak of Sahabat Anak Foundation

Lumi Sartika Manullang<sup>1,2\*</sup>, Suryadi Suryadi<sup>1</sup>, Neti Karnati<sup>1</sup>

<sup>1</sup>Universitas Negeri Jakarta, Indonesia

<sup>2</sup>Kinderfield School Jakarta, Indonesia

\*Email: lumimanullang@gmail.com

Submitted: 2021-12-04. Revised: 2022-01-18. Accepted: 2022-02-05

**Abstract.** Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management system to achieve curriculum goals. The purpose of this study is to find out the curriculum management at Children Activity Center Sahabat Anak Foundation in Jakarta including the planning, organization, implementation, and evaluation of the curriculum. This study uses qualitative descriptive approach and research data obtained through interviews with the director of the organization, operational director, head of the education division, and teachers. The results show that curriculum planning is well managed even though there is no standard curriculum available. The curriculum at the centre is designed based on children's needs, age, and learning outcomes where parents, children, teachers, and management involved in designing and determining the activities. Curriculum organization and implementation are carried out by referring to the scheduled events that have been planned. It is found that there is versatility in meeting objectives when implementing the curriculum. The educational team carries out curriculum assessment and monitoring, and teachers are invited to report per visit and clarify activities implemented with children in conjunction with the predetermined curriculum. This novelty of this research is the contribution to the development of education management towards street children specifically and education in general.

**Key words:** alternative education, curriculum management, marginal, street children

**How to Cite:** Manullang, L. S., Suryadi, S., & Karnati, N. (2022). Curriculum Management at the Pusat Kegiatan Anak of Sahabat Anak Foundation. *Journal of Nonformal Education*, 8(1), 54-59.

**DOI:** <http://dx.doi.org/10.15294/jne.v8i1.28239>

## INTRODUCTION

Education is the right of all children where every child has the same opportunity to get an education (UNESCO, 2007). The achievement of equity in achieving quality and equitable education by 2030 and the promotion of lifelong learning are one of the essential points set out in the Sustainable Development Goals (SDGs). To participate in society and create a sustainable way of life, education must lead to individual competence (Sholel & Howes, 2011). Quality education and equity in education can help reduce inequality, empower people to live better lives, escape the poverty cycle and live sustainably. Education is also essential for the promotion of human tolerance to help establish a more peaceful society (United Nations, 2015).

Indonesia as a developing country has an elementary school dropout rate of 0.15% (Kemendikbud, 2017). Many situations can make students drop out of school. In urban environments, the dropout rate is driven by poverty levels (Nouri & Karimi, 2018; Matsumoto, 2003; Siegrist et al., 2010). In certain cases, it is difficult for children whose parents do not have residency status to gain access to formal education. This has contributed to street children, beggars and homeless people emerging. Besides, the dropout rate in rural, agricultural or plantation areas for primary school students is influenced by the lack of

facilities and teaching staff (Meza & De Varela, 2004) such as roads or schools and culture helps household economies by working as farm labourers or plantation workers. Some groups, including women, marginalized people, the disabled and those living in rural areas, often find it more difficult to access education (DeJaeghere & Wiger, 2013).

Education in Indonesia has undergone several improvements since the beginning of 2000 in efforts to improve educational performance, as measured by increased literacy, improvement in international evaluation results, and completion of primary and secondary education, in line with the nine-year compulsory education policy of the government (Tobias et al., 2014; Suratno, 2016). It is also due to fiscal decentralization and the enactment of new national education law. In Indonesian Law No. 20 of 2003 concerning the National Education System notes that the national education system must be capable of ensuring an equal distribution of educational opportunities, enhancing the quality and relevance and effectiveness of the management of education to face challenges in line with the demands of changes in local, national and global life, such that educational reforms must be carried out in a prepared, guided and continuous manner.

A good education system will help to achieve educational equity (Flaker, 2014). To understand the fulfilment of rights and skills of the community, edu-

cation must aim to provide an efficient learning environment. Education also provides access to the community to track trends, to increase hope for progress and to play a role in society and to play a role in creating peace (Gellert, 2015; Humble & Dixon, 2017; Young, 2010; O'Connor, 2012).

Nearly all developed countries also have children from certain social classes who do not attend school and drop out of school, according to the World Bank Development Report (2018). As a metropolitan city and in the developing world, Jakarta faces various social problems such as criminalization, cleanliness, poverty, environmental harm, including street children (Matsumoto, 2003; Lastiwi & Badruesham, 2018; Kuntoro et al., 2013). A survey conducted by Doctors for Homeless, Yayasan Kampus Diakonia Modern and Universitas Indonesia on 207 street children in 2015 found that 17% of street children in Jakarta never went to school, 25% were unable to read and write, 59% did not attend school when the survey was conducted, 11% dropped out of school and attended education conducted by non-governmental organizations and all street children these come from poor families where their parents have low levels of education.

Education is an ongoing process that leads young people to maturity, in particular in terms of the ability to gain knowledge (acquisition of knowledge), to learn skills (development of skills), to improve attitudes (attitude of change) and to direct oneself, both in the field of knowledge, skills and in the understanding of the process of maturation itself and in the ability to evaluate oneself (Hermino, 2012). Education can also be viewed as a process to shape individuals to meet the needs of society (Storey, Killian, & O'Regan, 2017). It can be synthesized, based on the opinion of experts on the concept of education, that education is a continuous process to prepare oneself to grow individual potential.

Different educational institutions have been established in an increasingly advanced modern society that provides opportunities for students to take advantage of their ability to grow different potentials within themselves. These institutions of education are recognized as schools. Schools are distinctive social structures that will, to a degree, reach everybody everywhere (Savelava, Savelau, & Cary, 2010). Therefore, we need to initiate school reform and education strategies that are included in curriculum management as efficiently as possible to ensure a high quality of life for future generations. The curriculum is specified in Indonesian Law Number 20 of 2003 as a collection of plans and arrangements for the goals, content and learning materials and methods used as guidelines for the implementation of learning activities to achieve certain educational objectives. Mean-

while, according to (Pritchett & Beatty, 2014), the curriculum is a guideline that explains the instructions that the teacher follows when teaching contains lesson plans and activities carried out in the classroom. Curriculum refers to management tasks based on the notion of curriculum management. Hermino (2012) argues that four management roles, including planning, scheduling, staffing and control, can be used in curriculum preparation or development.

Several non-governmental organizations (NGOs) attempt to provide access to education for children who do not have the opportunity to obtain formal education (Sholel & Howes, 2011). Street workers involved in community institutions do not focus on encouraging children to leave the streets but trying to find ways to help them make their own decisions (McEvoy, 2013; Veeran, 2004). One of them is the Sahabat Anak Foundation which focuses on providing educational services for marginalized people, especially street children in the city of Jakarta (Lastiwi & Badruesham, 2018). The Sahabat Anak Foundation aims to provide alternative education for street children who do not have access to formal education and/or who drop out of school by providing non-formal education. Non-formal learning is usually carefully adjusted to the needs and interests of the participants and structured personal fostering practices, social and professional development of people voluntarily (Mulyadi, Suryadi, and Aliyyah 2020).

Some research on street children and Sahabat Anak has been carried out, but none of the research focuses on management. The focus of this research is therefore on the management of the education curriculum at the Children's Activity Center of Sahabat Anak Foundation in Manggarai, Jakarta including the preparation, coordination, implementation and review. The novelty of this research is the contribution to the development of education management towards street children specifically and education in general.

## METHODS

This study used a qualitative approach with case study research by conducting interviews for data collection. Methods of data collection by conducting interviews, observation and documentation. The data is divided into two, namely primary data in the form of key informants (key informants). Determination of informants was carried out by purposive sampling (purposive sampling) and snowball sampling, namely asking informants to appoint other people who can provide information. The selection of key informants and informants is based on their involvement in the implementation of education and socializing education at the Children's Activity Center (PKA) of the Sahabat Anak Foundation. The second group of data

is secondary data in the form of photos of various school activities, field notes, and audio in the form of recorded interviews.

## RESULTS AND DISCUSSION

Sahabat Anak Foundation is a social foundation established in 2010. This foundation provides learning guidance to street children every Saturday and Sunday. They have been given the service in eight locations around Jakarta to date. The Children's Activity Center (PKA) was founded when the Sahabat Anak Foundation found the facts that some street children had dropped out of school, had never obtained formal education and were not served optimally in their tutoring. Therefore, Sahabat Anak decided that these children needed continuous education.

The PKA is a non-formal school for out-of-school street children established in 2006 and serve education from Monday to Friday at 09.00 A.M-15.00 P.M. The subjects offer at the PKA consists of Science, Social Sciences, the Bahasa Indonesia, Mathematics, English. They also teach life skills including culinary, computers, handicrafts, modern agriculture, and make-up. Besides, they provide character building and extracurricular activities such as sports, dance, drama and music. Strengthening character through culture in schools includes the habituation of values in the daily life of the school, school branding, teacher modelling, school ecosystems, norms, regulations, and school traditions (Widodo & Nusantara, 2020). The center offers training for children to improve themselves in order to have the skills needed in the work place and in society.

Furthermore, street children are allowed to take the school equivalency tests namely PAKET A (equivalent to the primary school level), PAKET B (equivalent to junior high school level) and PAKET C equivalent to senior high school level). Package C with the study in formal education lies in the additional skills given that are tailored to the interests and needs of the citizen's learning and the availability of learning resources in the local community environment (Syuraini & Yolanda, 2020). Meanwhile, the children development assessment is conducted every three months where parents are invited to meetings to address the learning development process of their children and provide parents with the information about education, in particular on the value of education.

Management is the practice of working with and through others to achieve organizational objectives in a changing environment, according to Kreitner (2009), and the essence of this process is the efficient and effective use of limited resources. Based on the results of the study, it is found that curriculum plan-

ning in PKA is based on the needs of the children. At an annual work conference, the program is scheduled. Besides, information is collected in advance to prepare the curriculum. It is collected by providing questionnaires to students and parents and also conducting a discussion with the teacher. In PKA itself, there is no standard curriculum. The current program incorporates activities carried out to meet the needs of children. The curriculum offered can be adapted to each child's needs in the form of reading learning experiences, internships, life skills lessons and character building, as articulated by one of the informants:

*"It is also important to have academic work, but they have to be one-on-one, you have to have your curriculum, sometimes we talk about curriculum is to make it easier to handle multiple children to achieve the same goal because we talk about issues with the skill of different children. We don't talk about the program, or how the instructor will assist the children with the implementation and continuity. "*

Children in PKA are street children who have never and/or drop out of school and come from marginalized communities. A standard curriculum cannot be developed and cannot be implemented because of the different abilities of children, but the activities implemented are conducted according to children's needs. Although the variations between children in academic terms are very significant, it is difficult to generalize all their skills so the curriculum is designed and tailored to the needs of the children while making the curriculum as much as possible. The education team that is part of the PKA is in charge of planning, curriculum determination and management before it is introduced in the PKA.

In analyzing children's needs, the education team provided questionnaires, discussed with teachers who have experience in class and observe the children daily. The team will assess what tasks they will conduct from the results of the questionnaire, discussion, and observation. Although when there are other organizations such as schools, offices, groups that want to support and give PKA administrators certain activities, sometimes unplanned activities may well be carried out. If according to the administrators these activities support children's abilities, it will be included in activities in PKA such as office tours and playing sports. Through these results, PKA planning has validated the path for organizations and individuals contributing to the PKA, and this planning also allows PKA to use the tools required to accomplish it. This is consistent with the statement of Daft (2008) that planning involves setting targets for future organizational success and agreeing on the objectives and use of the resources required to accomplish them.

Also, the curriculum preparation that is carried out is economical because it incorporates existing and feasible resources and it allows the ability to make adjustments according to the children's needs because children are active in the process of developing a curriculum that is suitable for them. Education as a process as well as a product is an individual problem (Purwanto, 2012) and the educational process starts with children (Tilaar 2015). Involving children in the design process is also an essential factor to include. Therefore, PKA allows children in this situation to understand that education is a lifelong process.

Based on the results of the study, it is found that the organization of the curriculum in PKA is implemented by referring to the designed curriculum or activities. Meanwhile, the selection of resources and activities in the implementation is held in spaces owned by PKA. However, for certain activities carried out outside the classroom such as sports, cooking, and field trips.

Besides, all informants accept that character development and the knowledge gained at PKA are connected to life skills for the design and development phase since it is one of the aims of introducing the PKA curriculum as it allows children to be more willing and adaptable in the midst of society since they are usually children approaching adulthood. The aim of doing these is to help the children to use the skills for their career so they become independent and do not return to the streets.

In general, these children are reaching adulthood, therefore, they need life skills although some of them can return to formal schooling. However, some of these children have passed school age, then PKA thinks about including them in equivalency tests. The choice of providing life skills learning is a process for supporting children to live independently and to meet their personal needs. It is also expected at the end of their program at PKA, the children can get a job.

As regards the organization and implementation of the PKA curriculum, it is the responsibility of the education team as well as the assignment of responsibility and delegation of authority. Assignments are made to teachers or volunteers by organizing teaching schedules and activities that will be conducted. In implementing the duties, teachers and volunteers must abide by the agreed rules by not violating the PKA Code of Ethics, such as non-exploitation and non-discrimination against children based on ethnicity and religion. Teachers are at the forefront of curriculum implementation to require the commitment of teachers to implement the PKA curriculum.

The results of this study are consistent with the opinion of Handoko (2011) that the organization is a process and activity for determining the resources and activities needed to achieve the organizational objec-

tives; the design and development of an organization that will achieve these objectives; the assignment of responsibilities and the delegation of the necessary authority to individuals to carry out these tasks. PKA has carried out the process in connection with this opinion and the organizing activities have been carried out quite well. Although there are still several barriers to the process, such as the required commitment of teachers to teach, and there is also an issue as to what curriculum is used in PKA.

Based on the results of the research, it is found that the evaluation and supervision of the curriculum in the PKA are performed by the Education Team. The objective of this evaluation is to evaluate the learning of each teacher. The teacher is asked to make a report per visit and to explain the activities carried out with the child based on a predetermined curriculum. Furthermore, curriculum evaluation and supervision are carried out under internal supervision and external supervision. Internal evaluation is conducted by observing the presence of teachers in the classroom and when the learning process takes place. Evaluation and supervision are also be identified by analyzing information or learning materials in the design of the curriculum that will be provided at the annual meeting of the education team. In the meantime, external supervision in the curriculum is implemented by engaging parents to supervise children so children are not on the streets and are always encouraged to attend the class regularly

Moreover, the evaluation or control is the process of checking or monitoring performance against standards to determine the extent to which objectives have been achieved. Robbins and Coulter (2012) state that the supervision of the planning that has been designed is conducted by management to evaluate what activities have been carried out and to compare performance with the standards to be achieved. In this case, it can be said that the supervision of the implementation of the curricula designed has gone well. Inviting parents to take part in child supervision is a very useful approach because it is based on the conditions of vulnerable street children. These children have a great chance of returning to streets and in gaining knowledge children cannot fully develop their independence without assistance from adults and other people in the communities (Tilaar, 2015). Besides, education is a process to shape individuals to meet the needs of society (Storey, Killian, & O'Regan, 2017), therefore, involving the parents and the communities are a must.

Based on the results of the study, it is found that there is flexibility in the implementation of the curriculum at PKA. Curriculum improvement can be achieved by receiving input from the Corporate Social Responsibility (CSR) of companies offering and

inviting collaboration to carry out an activity. Curriculum improvements have also been made by taking into account the skills of volunteers who teach at PKA and the results of discussions with teachers and students. All this information will be collected and improvements will be made to the upcoming curriculum.

## CONCLUSION

Based on this research, it is found that curriculum planning in PKA has been well managed even though there is no standard curriculum available. The curriculum at the centre is designed based on children's needs, age, and learning outcomes where parents, children, teachers, and management involved in designing and determining the activities. Fulfilling the needs of students is carried out by designing interactive learning and given in the form of character development, life skills such as cooking, computers, and internships at companies as well as being given the opportunity for students to take the equivalent tests. Organizing and implementing the curriculum in PKA is carried out by referring to the curriculum or activities that have been planned and there is flexibility in carrying out activities. Meanwhile, the determination of resources and activities in implementation is held in spaces owned by PKA. The evaluation and supervision of the curriculum in PKA are conducted by the education team. Evaluation and supervision are also performed by collecting information or learning materials in making a curriculum that will be given when the annual meeting in the education team takes place. Curriculum improvement can be conducted by receiving input from CSR companies that offer and invite collaboration to carry out an activity, consider the expertise of volunteers who teach in PKA and from the results of discussions with teachers and students.

## REFERENCES

- Daft, R. L. (2008). *Management*. USA: Thomson South Western.
- DeJaeghere, J., & Wiger, N. P. (2013). Gender Discourses in an NGO Education Project: Openings for Transformation Toward Gender Equality in Bangladesh. *International Journal of Educational Development*, pg.557-564.
- Flaker, A. (2014). School Management and Efficiency: An Assessment of Charter vs Traditional Public Schools. *International Journal of Education Development*, 1-12.
- Gellert, P. K. (2015). Optimism and Education: The New Ideology of Development in Indonesia. *Journal of Contemporary Asia*, 45(3).
- Handoko, T. (2011). *Manajemen* (11 ed.). Yogyakarta: BPFPE.
- Hermiono, A. (2012). *Asesmen Kebutuhan Organisasi Persekolahan*. Jakarta: Gramedia.
- [https://toolkit.ineesite.org/resources/ineecms/uploads/1051/Alternative\\_Education\\_Filling\\_Gap\\_Emer.PD](https://toolkit.ineesite.org/resources/ineecms/uploads/1051/Alternative_Education_Filling_Gap_Emer.PD).
- Humble, S., & Dixon, P. (2017). The Effects of Schooling, Family and Poverty on Children's Attainment, Potential and Confidence- Evidence from Kinondoni, Dar es Salaam, Tanzania. *International Journal of Educational Research*, 94-106.
- Kreitner, R. (2009). *Management*. USA: Houghton Mifflin Harcourt Publishing Company.
- Kuntoro, I. A., Saraswati, L., Peterson, C., & Slaughter, V. (2013, April 4). Microcultural Influences on Theory of Mind Development: A Comparative Study of Middle Class and Pemulung Children in Jakarta, Indonesia. *International Journal of Behavioral Development*, 266-273.
- Lastiwi, D. T., & Badruesham, N. (2018). A Case Study of a Shelter House and A School for Homeless in Indonesia and Malaysia. *IFLA WLIC*, (pg. 1-12). Kuala Lumpur.
- Matsumoto, S. (2003). *Street Children's Problems and Services in Indonesia: Centering on Jakarta*.
- McEvoy, D., Morgan, S., McCreedy, S., Bennett, J., & Henry, P. (2013). Working with Street Children-Connected Children: A Training Model for Street Work Practice. *Practice: Social Work in Action*, 25(4), 233-250.
- Meza, G. D., & De Varela, J. (2004). Educo: A Community- Managed Education Program in Rural El Salvador.
- Mulyadi, D., Suryadi, S., & Aliyyah, R. R. (2020). Life Skills Education Program: Is it Beneficial for the Society?. *Journal of Nonformal Education*, 6(2), 101-106.
- Nouri, A., & Karimi, Y. (2018). A Phenomenological Study on The Meaning of Educational Justice for Street Children. *Education, Citizenship and Social Justice*, 1-9.
- O'Connor, U. (2012). School Together: Enhancing the Citizenship Curriculum Through A Non-Formal- Education Programme. *Journal of Peace Education*, 9(1).
- Pritchett, L., & Beatty, A. (2014). Slow Down, You're Going Too Fast: Matching Curricula to Student Skill Levels. *International Journal of Educational Development*, 276-288.
- Purwanto, N. (2012). *Administrasi dan Supervisi Pendidikan*. Bandung: Remaja Rosdakarya.
- Robbins, S. P., & Coulter, M. (2012). *Management* (Eleventh ed.). New Jersey: Prentice Hall.

- Savelava, S., Savelau, D., & Cary, M. B. (2010). Practising ESD at School: Integration of Formal and Nonformal Education Methods Based on the Earth Charter (Belarusian Experience). *Journal of Education for Sustainable Development*.
- Sholel, M. M., & Howes, A. J. (2011). Model of Education for Sustainable Development and Non-formal Primary Education in Bangladesh. *Journal of Education for Sustainable Development*, 129-137.
- Siegrist, J., Drawdy, L., Leech, D., Gibson, N., Stelzer, J., & Pate, J. (2010). Alternative Education: New responses to An Old Program. *Journal of Philosophy and History of Education*, 60, 133-138.
- Storey, M., Killian, S., & O'Regan, P. (2017). Responsible Management Education: Mapping the Field in the Context of the SDGs. *The International Journal of Management Education*.
- Suratno, T. (2016). The Education System in Indonesia at A Time of Significant Changes. pg. 1-5.
- Syuraini, Syuraini; Yolanda, Yolanda. (2020). Overview of Learning Evaluation in Entrepreneurship Subjects Equality Education Paket C. *Journal of Nonformal Education*, [S.l.], vol. 5, no. 2, pg. 203-208.
- Tilaar, H. A. (2015). *Pedagogik Teoritis untuk Indonesia*. Jakarta: Kompas Media Nusantara.
- Tobias, J., Wales, J., Syamsulhakim, E., & Suharti. (2014). Towards Better Education Quality Indonesia's promising path. pg. 1-8.
- Undang Undang Nomor 20. (2003). *Sistem Pendidikan Nasional*.
- United Nation. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*.
- UNESCO. (2007). *A Human Rights Based Approach to Education*. New York.
- Veeran, V. (2004). Working with Street Children: A Child-centred Approach. *Child care in Practice*, 10, 359-365.
- Widodo, Widodo; Nusantara, Widya. (2020). Building the Character of Children Through Non-Formal Education in Schools. *Journal of Nonformal Education*, [S.l.], vol. 6, no. 1: p. 69-76.
- World Bank Development Report. (2018).
- Young, M. (2010). Alternative Educational Futures for a Knowledge Society. *European Educational Research Journal*, 9(1), 1-11.