

## **Teachers and students response toward the dissolution of the international standard school pilot project (RSBI) at vocational schools in Bantul:**

### **A case study**

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#### **Abstract** (Times New Roman 11; Space: 1.0)

This study aims to research the responses of teachers and students against the dissolution of RSBI at Vocational Schools in Bantul. The research questions are what are the students and the teachers' responses toward the dissolution of RSBI. This research is a descriptive qualitative research and the approach was naturalistic. The research settings were SMKN I Bantul and SMKN 1 Kasihan Bantul. The data was collected through an open questionnaire. It was analyzed by categorizing the data using a continuous comparison technique. The key instrument of this research was the researcher himself. The research finding of the research related to the responses were that (1) teachers become more creative in improving their teaching methods (2) the burden of teachers psychology in teaching is reduced (3) the teachers are more comfortable in teaching (4) using Indonesian in learning process can improve a sense of nationalism (5) there was loss of discrimination against individual, social and school (6) the ability of students in English language is declined (7) student facilities are stunted (8) there is lack of opportunity to access information and learning technology ( 8) there is elimination of financial support from government (9) the opportunity for joining on teacher training is limited (10) opportunity for getting qualified students is decreased (11) some school programs are deleted.

**Keywords:** *pilot project; the students and the teachers' responses; Vocational Schools*

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#### **Background**

RSBI is a government program to increase the education quality. It is actually a bilingual education program (Purnomo, 2012). Bilingual education is the practice of teaching the core subjects in at least two different languages as the media of instruction (Subadi, in Purnomo 2012). In bilingual education where English is used as a second or foreign language, the students are taught math and sciences in the foreign language and social studies in their native language (Williams, in Purnomo 2012)

Therefore, the Ministry of Indonesia issued a Peraturan Pemerintah (PP) 19/2005 about the National Standard of Education in which each municipal must have at least one international school as stated in Article 61 Verse (1) (Purnomo, 2012).

“Pemerintah bersama-sama pemerintah daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada jenjang pendidikan dasar dan sekurang-kurangnya satu satuan pendidikan pada jenjang pendidikan menengah untuk dikembangkan menjadi satuan pendidikan bertaraf internasional.”

This PP contains eight key standards namely (1) content, (2) process, (3) competency of graduates, (4) educators and educational human resources, (5) facilities, (6) management, (7) financing, and (8) educational evaluation (Purnomo, 2012).

The program is expected to improve the learning process in school, but in fact, there is no clarity about the program.

Because of the reason, the Constitutional Court decided to dissolve RSBI by aborting the Law of National Education System on Clause 50, Subsection 3 about RSBI.

SMK Negeri 1 Bantul and SMK Negeri 2 Kasihan are the Vocational School which was designated by the government to implement RSBI programs. They had applied for RSBI programs since 2008.

The dissolution of RSBI left some problems. The problems got both negative and positive response from the elements of society such as education organizations and experts, students' parent, teachers, and students. This study is aimed to research the response of teachers and students at Vocational Schools in Bantul against the dissolution of schools with RSBI status.

## **Literature Review**

### ***Rintisan Sekolah Bertaraf Internasional (RSBI)***

RSBI is to evoke great competition in technology, management and human resources field in this world (Kusumastuti, 2013). The regulation of RSBI consists of (1) one unit of education at all levels must be improved as an international standardized unit of education (2) the governmental regulation standard, number 19, the year 2005 (3) the regulation of national education plan, number 17, the year 2007.

RSBI aims to produce graduates achieving national and international standards. The mission is to produce qualified and competitive human resources in international and national levels (Kusumastuti, 2013). RSBI is, therefore, an institution which encourages its students to make efforts in their learning process to enable them to become qualified and competitive.

There are some characters of teaching and learning process in RSBI (Kusumastuti, 2013) (a) it should be able to foster creativity, innovations, experiment to discover new possibilities, and discovery. (b) it should implement active, creative, effective and interesting learning model (c) it is student-centered learning (d) it applies reflective, enjoyable and joyful learning (e) it uses cooperative learning, quantum learning (f) it is a learning revolution and contextual learning. These must have an international standard. Besides, the learning process of all subjects in RSBI should be based on ICT (g) English should become a medium of instruction in the teaching and learning process in Math, Science and ICT. (h) RSBI have to use assessment model of the schools of OECD or other countries that have international quality in the education field.

### **Dissolution of RSBI**

Dissolution of RSBI was based on some legal consideration determined by the Constitutional Court of the Republic of Indonesia of the Republic Of Indonesia, on the decision number 5/PUU – X/2012 as follows :

- a. International standard education unit is inconsistent with the state's obligation to develop an intellectual life of the nation.
- b. International standard education unit gives rise to the dualism of the education system.
- c. International standard education unit is a new form of education liberation.
- d. International standard education unit gives rise to discrimination or castelike classification in the field of education.
- e. International standard education unit potentially eliminates the identity of Indonesia uses the Indonesian language.

### **Methodology**

This research is a descriptive qualitative research. The approach is naturalistic. In this research, the researcher tried to reveal the facts to the teachers and students' responses toward the dissolution in schools with RSBI status at SMK Negeri 1 Bantul and SMK Negeri 2 Kasihan.

#### **A. Research Setting**

The setting of this research was SMK Negeri 1 Bantul which is situated at Jl. Parangtritis Km. 11 Sabdodadi Bantul Yogyakarta and SMK Negeri 2 Kasihan Bantul which is located at Jl. PG Madukismo Bugisan Ngestiharjo Kasihan Bantul Yogyakarta. Both schools have applied the RSBI status, SMKN 1 Bantul and SMKN 1 since 2008.

#### **B. Items of data needed**

All information related to the subject of research that might be associated with their responses about the dissolution RSBI.

#### **C. Research Subject**

The main subjects of this study were some teachers and students from SMK 1 Bantul and SMK Negeri 2 Kasihan.

#### **D. Method of Collecting the Data and Research Instruments**

The methods of collecting data in this research were in the form of a questionnaire. The resources of the data were teachers and students response. The data were in the form of words, phrases and sentences. The instruments of this research were a questionnaire and the researcher himself. The researcher was the key instrument in collecting data. He developed the questionnaire and distributed it to the teachers and students at SMKN 1 Bantul and SMKN 2 Kasihan.

#### **E. Research Procedure**

The overall steps of the research procedure were as follows:

1. The researcher made a list of questions to be given to the teachers and students.

2. The researcher distributed the open questionnaire to the teachers and students.
3. The researcher determined the early data by reading the form which had been filled by teachers and students. He identified the words, phrases, or sentences which were related to the teachers and students response toward the dissolution of school with RSBI status.
4. The researcher categorized the data and then compared them and groups them according to their meaning or association to get early categories.
5. The researcher chose and determined the focuses of the early categories. At the end of this step, there were some groups of cards that had different sub-characteristics.
6. The researcher sharpened and strengthened the focuses on the data until the redundant data were achieved.

## **F. Data Analysis**

The steps of data analysis are as follows

1. The filled questionnaire was read carefully and signing the words, phrases, or sentences (the data) concerning the teachers and students response toward the dissolution of RSBI.
2. The data obtained by the questionnaire was read carefully and each response was categorized according to the meaning or certain association to look for similarity and difference.
3. Categorizing the data written on the questionnaire into groups by using a continuous comparison technique,
4. Choosing and determining the focus by reading each group of data on the questionnaire, giving a name to each category, and choosing some categories to be used as the basis to develop some focuses.
5. Sharpening the focus by doing a second reading on data carefully and signing the data,
6. Writing the chosen data and reading carefully the data to get some additional for the focus,
7. Putting the additional data in the appropriate category or building a new focus,
8. Repeating activities 5, 6, 7 until redundancy of data for each focus was achieved.

## **Findings and Discussion**

### **a. Teachers' positive responses**

1. Non-Bilingual education based on teacher's positive response  
Some teachers claimed that the dissolution of RSBI stopped teaching and learning the process of using English. It was used by the teacher as a positive thing for them. Based on the opinion of four teachers above, they did not have to use English any more in teaching and learning in any school activity after the dissolution of RSBI. A teacher stated that by not using English in learning the burden on teachers was reduced. From the statement of 6 teachers above, they had no longer use English since the dissolution of the RSBI.
2. Methodology based on teacher's positive response  
After the dissolution of RSBI, some teachers had the opinion to maintain the quality of learning, they had to be more creative in order that the quality of the schools remained stable even without RSBI status which used English as the medium of instruction.
3. Psychology based on teacher's positive response  
The following data show that psychological aspect rose when RSBI status is abolished from the school. Everyone had a good impression on the school with RSBI status. It encouraged

stakeholders to maintain the good quality of the school and keep the good reputation of the school in society and its environment. Otherwise, when the status of RSBI changed into non-RSBI, some teachers would be more relaxed in doing on their task.

4. Administration about financial matters based on teacher's positive response  
Teachers expressed the opinion that the positive things in school-related activities after the dissolution RSBI administration was that the burden due to education costs was reduced. Some teachers thought about education costs become lower after the dissolution.
5. Nationalism based on teacher's positive response  
The dissolution of RSB stopped using English in teaching learning activity for school with RSBI status. It got a positive response from teachers because they could use Indonesian. Using Indonesian, the teachers and students would improve the sense of nationalism.
6. Attention based on teacher's positive response  
The existence of school with RSBI and non-RSBI status made a gap, particularly about the government's attention. RSBI schools were given a lot of facilities and financial support from the government whereas schools with non-RSBI status got nothing. The gap came because of the differences of the facility to other schools. With the dissolution of the RSBI many positive responses came from teachers because they believed it could eliminate the gap.
7. Opportunity based on teacher's positive response  
After the dissolution of RSBI, anyone could enroll in a school of ex RSBI without considering where they came from, poor or rich peoples. The following data shows the positive response from teachers that the school ex RSBI could be accessed by anyone. The dissolution of RSBI opened an opportunity for those who were in less financial ability to enter the school of their choice. It also eliminated the discrimination between the rich and poor people as shown in the data.

b. Teachers' negative responses.

8. Bilingualism based on teacher's negative response  
The dissolution of RSBI got a negative response from the teachers, including the disappearance of bilingualism program. The data above shows that since the dissolution of the RSBI students' skills in English became worse.
9. Facility based on teacher's negative response  
The researcher got teachers' negative response to the impact of RSBI dissolution on school facilities. It was the policy of the government to support the completeness of school facilities in the school. However, dissolution of RSBI created problems because of all matters relating to the facility had to be raised privately with the school budget. The data shows that since the dissolution RSBI, all needs related to school facilities were hampered. So, the learning facilities were incomplete.
10. Information and technology based on teacher's negative response  
According to the teachers there was an item about information and technology. The development of foreign language and IT decreased. This data showed that since the

dissolution of RSBI, information access and technology development had limited opportunity. However, a RSBI school demand was different from a non-RSBI school.

11. Financial aspect based on teacher's negative response  
The researcher had got 7 kinds of items of data in it. There was additional fund beyond tuition. It means that students had extra budget for the school fund. Charged tuition fees were more expensive. There were increased costs to replace funds of RSBI from the government. There were reduced funding from the government to school. The data indicates that the budget for operating school was limited. The funds supported by the government was stopped consequently the costs of the school needs became the burden to the students.
  12. Opportunity based on teacher's negative response  
The dissolution of RSBI caused the difficulties in recruiting qualified students.
  13. Program based on teacher's negative response  
Many school programs were eliminated. In this item indicates many school programs were erased because of dissolution of RSBI. There were some programs which were eliminated. There was no teacher's training on the government budget. The program of comparative study and opportunity to go abroad (study) were abolished. Then, cooperative relationships with overseas were reduced. It indicated the dissolution of RSBI made the school programs disorganized.
  14. The task of using English based on students' positive response toward.  
English was not used in teaching. This indicates that the bilingual program was not a must in the learning process after the dissolution of RSBI. There was no demand on the application of English in school. It made more convenient for students in learning.
  15. The teaching material based on students' positive response.  
After the dissolution of the RSBI, it was not too difficult for students to achieve the specified targets. It was explained that the learning target was simpler than before. The content of the learning material was less and simpler.
  16. The length of time based on students' positive response.  
The dissolution of RSBI made some changes in school programs. One of them was about the learning schedule. The students thought it was a positive impact for them. After the dissolution, the length of time in studying was not too long.
  17. The school fee based on students' positive response.  
Students thought that the dissolution of RSBI affected the school fee. It was cheaper than before. It had also a positive impact on students because the school could not take school fee freely.
- c. Students' negative responses.
18. The school facilities based on students' negative response.

The school with ex-RSBI status resulted the government did not support facilities. It is concluded that the dissolution of RSBI caused the reduction of government support for the school facility. Students thought that it was a negative impact.

19. The bilingual class based on students' negative response.

The use of international language decreases. Students believed that using English in learning activity decreased. The dissolution of RSBI there is lack of understanding in an international language. It is because of the lack on practicing English. By dissolution of RSBI, there is an absence of the spirit of using English in the school environment.

20. .Psychological burden based on students' negative response.

The researcher had got an item of the data. It was shown as follows.

The lack of enthusiasm for learning because the target of KKM was declined in every subject. It indicates that the learning target after the dissolution of RSBI was lower. It created low motivation and less enthusiasm.

21. Students' negative response on the loss of the cost which was used to enter in RSBI

Students stated that they got a loss because they paid the tuition fee for RSBI programs. It can be concluded that the funds from the government were reduced because of dissolution of RSBI.

22. The program based on students' negative response.

When the RSBI status was dissolved, a lot of people give comment or responses about it. The students were disappointed because a lot of programs should be left. It was because a lot school programs were stopped.

23. The similarity of schools based on students' negative response.

According to the students, there was no distinction between schools. It indicates that all school had the same status based on the student side. They thought it would be better if each school had specific characteristics. Students were rather confused to distinguish each school to others.

## **Conclusion**

The responses of teachers and students are very varied and complex. Basically, the teachers' and the students' response to the dissolution of RSBI is divided into two, namely positive and negative responses. In relation to the positive response from teachers, teachers respond positively because it can raise the positive impacts. They are the abolition of the bilingual program. Teachers become more creative in improving their teaching methods. Teachers' psychological burden of teaching is reduced. The teachers are more convenient for teaching. The use of Indonesian in the medium of instruction can increase a sense of nationalism. There are no specific characteristics of schools.

There are some negative responses from the teachers. The ability of students in the English language declined. Students' facilities are stunted. There is a lack of opportunity to access information

and learning technology. There is an elimination of financial support from the government. The opportunity for joining on teacher training is limited. Opportunity for recruiting qualified students decreased. Some school programs are deleted.

Some positive responses also come from students. The students feel convenient without the Bilingual program. Tuition is cheaper. There are less learning materials. Lesson schedule is not too dense. It has simplified administrative procedures. A strong sense of nationalism exists.

The students' negative responses vary. The reduction of support in facilities from the government takes place. There is lack of use of English in schools. Elimination of financial assistance by the government occur. There is the feeling on the loss due to the costs used when RSBI took place. The enthusiasm to register at school with ex RSBI status declined.

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