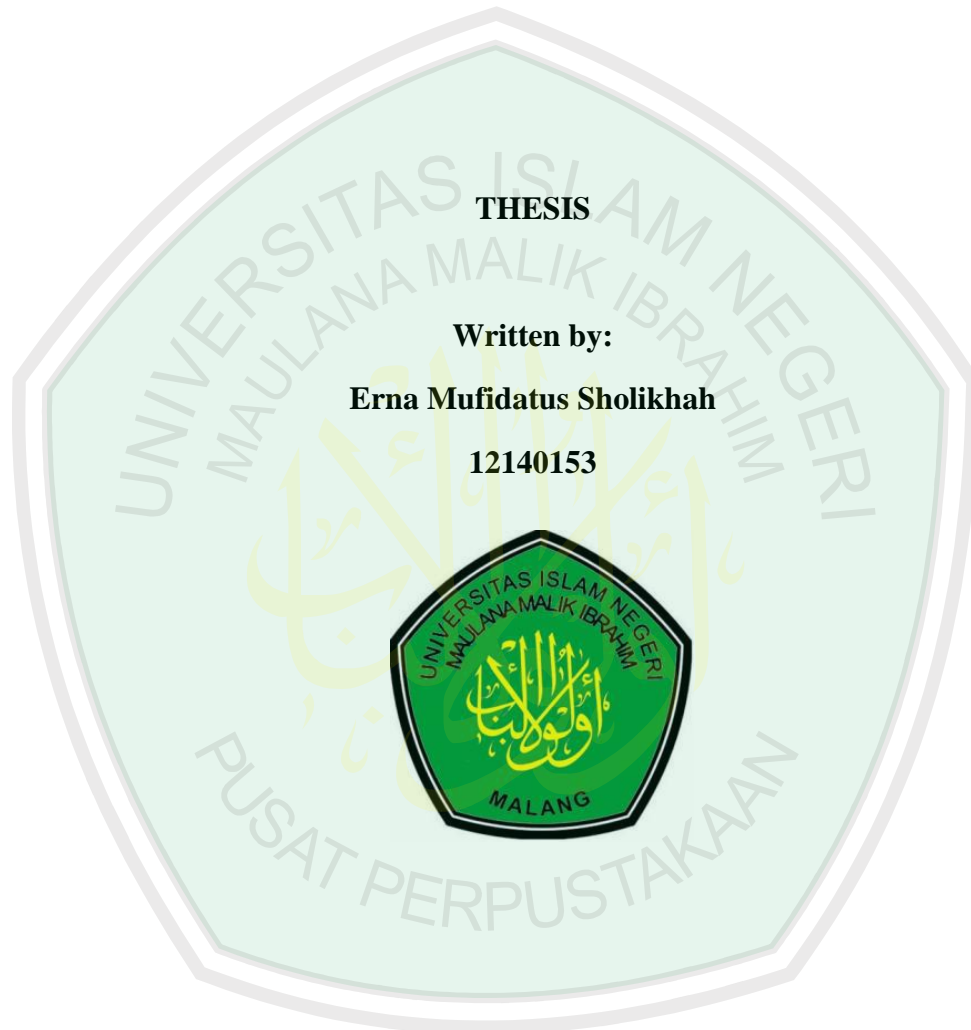


**THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM
ON MATHEMATICS LEARNING AT PRIMARY ISLAMIC
INTERNATIONAL SCHOOL PESANTREN SABILIL
MUTTAQIEN GROGOL KEDIRI**



THESIS

Written by:

Erna Mufidatus Sholikhah

12140153

**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

June, 2016

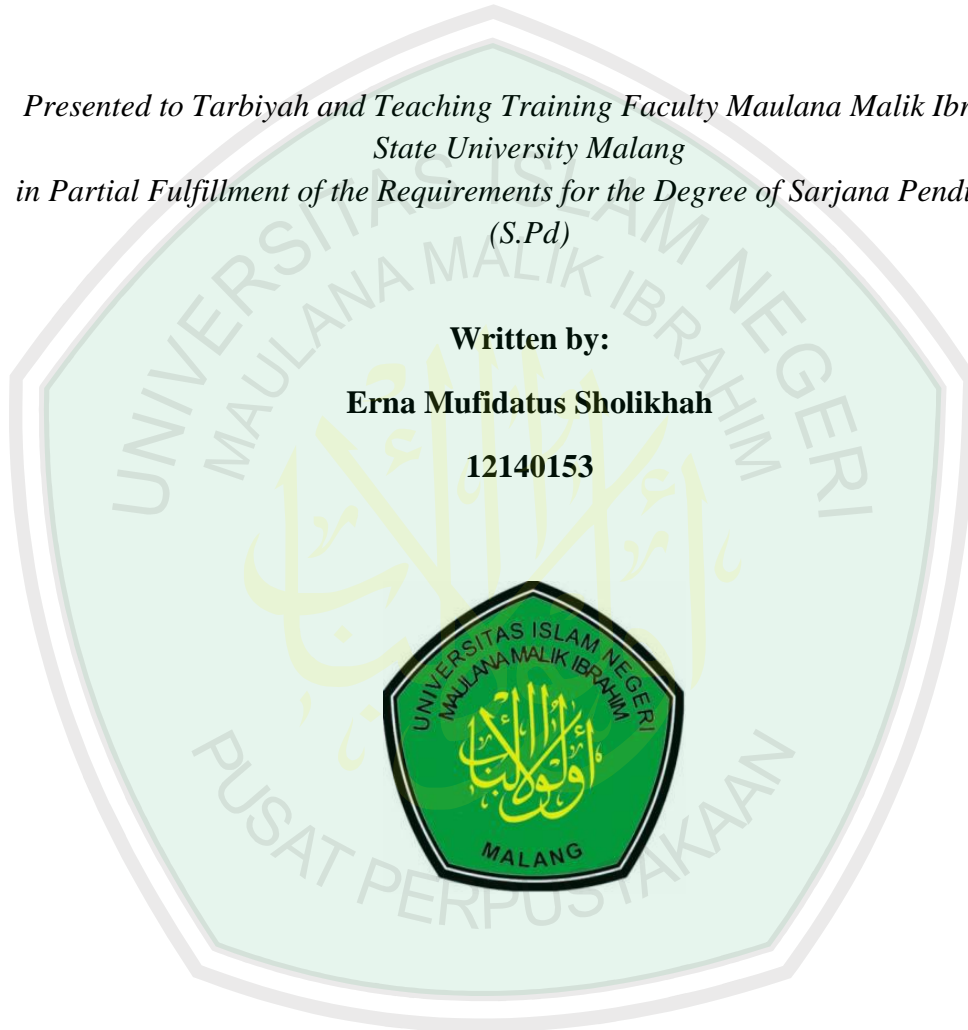
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ON MATHEMATICS LEARNING AT PRIMARY ISLAMIC
INTERNATIONAL SCHOOL PESANTREN SABILIL
MUTTAQIEN GROGOL KEDIRI**

*Presented to Tarbiyah and Teaching Training Faculty Maulana Malik Ibrahim
State University Malang
in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan
(S.Pd)*

Written by:

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

June, 2016

APPROVAL SHEET

**THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM ON
MATHEMATICS LEARNING AT PRIMARY ISLAMIC INTERNATIONAL
SCHOOL PESANTREN SABILIL MUTTAQIEN GROGOL KEDIRI**

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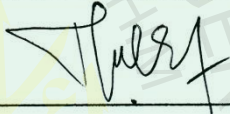



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LEGITIMATION SHEET

THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM ON MATHEMATICS LEARNING AT PRIMARY ISLAMIC INTERNATIONAL SCHOOL PESANTREN SABILIL MUTTAQIEN GROGOL KEDIRI

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DEDICATION

Praise to God Almighty who has given all the blessings in my life. Blessings and greetings have always expressed to the Prophet Muhammad because of him we get the brilliant religion.

This thesis is a small part of my contribution in the world of education.

This thesis I dedicate to my parents, **Mr. Moh. Anwarudin** and **Mrs. Siti Muawanah**, who always loved me, guiding me to always try as I can.

For my grandmother and grandfather, **Mr. Tauhid** and **Mrs. Kastini** who always support me guide me and take care me since I am a child.

For my young sister **Alfi Rohmatin Jauharoh**, my young brothers **M. Sabbih Abidi** and **M. Zulfan Hadi Nugroho** so that became a passion to keep learning until whenever and also **all of my big family** who I can't call here who have been encourage me in my life.

For my beloved partner, thanks for supporting me and pray for me

For my beloved classmates and also my best partners for 3.5 years, **ICP PGMI 2012 (Fitri, Tyas, Irma, Safirdha, Vita, Filza, Itsna, Ina, Ulfa, Silvy, Machrus, Anwar and Farhan)**,

my unique friends of **PKPBA H7, KKM 14 and PKL 45**, My housemate of **Kontrakan158** and all of my friends that I can't call one by one.

-Hopefully this thesis can be inspiration and motivation to reach your dreams-

MOTTO

“Kami sekali-kali tidak ingin membuat murid-murid kami menjadi orang-orang setengah Eropah atau orang Jawa-Eropah. Dengan pendidikan bebas kami bermaksud pertama-tama membuat orang Jawa menjadi orang Jawa sejati, yang menyala-nyala dengan cinta dan semangat terhadap nusa bangsanya, terbuka dengan mata dan hati terhadap keindahan serta kebutuhannya. Kami hendak memberikan kepada mereka segala yang baik dari kebudayaan Eropah, bukan untuk mendesak atau mengganti keindahan mereka sendiri, melainkan untuk menyempurnakannya.”

(Kartini, 1901)

"We certainly don't want to make our pupils into half of Europe or the Javanese-Europe. With our free education intends first to make javanese become true javanese, burning with love and passion towards his homeland, with open eyes and hearts towards beauty as well as its needs. We want to give them all the good of European culture, not to urge or replace the beauty of their own, but rather to refine it. "

(Kartini, 1901)

Dr. Muhammad Walid, M.A
Lecturer of Tarbiyah and Teaching Training Faculty
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OFFICE MEMO OF ADVISOR

Malang, June 07, 2016

Subject : Skripsi Erna Mufidatus Sholikhah

Attachment : 6 (six) exemplares

To Whom It May Concern,
Dean of Tarbiyah and Teacher Training Faculty
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In
Malang

Assalamu'alaikum Wr. Wb.

This office memo declares that Skripsi originally owned by:

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Study Program : Islamic Primary Teacher Education (PGMI)
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Mathematics Learning at Primary Islamic International
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is considered acceptable to be defended after being intensively read and regularly consulted in the area of research content, language, and writing composition.

Wassalamu'alaikum Wr. Wb.

Advisor,



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NIP. 1973082300001002

CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this thesis is originally written by Erna Mufidatus Sholikhah, student of Islamic Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State University, Malang. This Research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection of claim from others.

Malang, June 7, 2016



Erna Mufidatus Sholikhah

PREFACE

Praise and gratitude to Allah SWT because of all blessing and guidance, so the writer able to finish the arrangement of qualitative research “The Implementation of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri” as the final project to get the academicians degree at Maulana Malik Ibrahim State Islamic University, Malang.

The aim of this thesis is the requirement for obtaining bachelor degree of education (S.Pd). The specific purpose of this thesis is as a discourse of education that is still a lot of things from an education that must be developed. I hope that with finish this thesis will give benefits to all of parties.

There is no pronounceable word that can be extended except the great gratitude to the excellency:

1. Prof. Dr. H. Mudjia Rahardjo, M.Si as Rector of Maulana Malik Ibrahim State Islamic University, Malang.
2. Dr. H. Nur Ali, M.Pd, as Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Muhammad Walid, MA, as Chairman of Islamic Elementary Teacher Program and as advisor of thesis who always give guidance and a lot of suggestion in order to complete the arrangement of research report.
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5. Budi Setyo Margono, S.Pi as Principal Primary IIS-PSM Grogol Kediri, Yoyok Amirudin, M.Pd.I as Vice Principal of Curriculum IIS-PSM Grogol Kediri,

along with teachers and staff who gave the opportunity to the writer conducted research at IIS-PSM Kediri.

6. Ninik Ria Herawati, S.Pd as Mathematics teacher Primary 3 Ibnu Rusd that assist researcher in conducting research from start to finish.
7. The entire students Primary 3 Ibnu Rusd Primary IIS-PSM Grogol Kediri who helped the course of this research program.
8. To all those who helped in the completion of this thesis, which can't be mentioned one by one.

The writer awarded that in the preparation of this thesis still there are a lot of mistakes for arrange this report, so writer expected critiques and suggestions from all parties to improve the next report. I hope that this thesis provides benefit to all parties. Amin Ya Rabbal Alamin.

Malang, June 7 2016

The writer

Erna Mufidatus Sholikhah
12140153

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أُ = aw

أَيُّ = ay

أُو = û

إِي = î

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ABSTRAK

Sholikhah, Erna Mufidatus. 2016. *The Implementation of Cambridge Curriculum on Mathematics learning at Primary Islamic International School Pesantren sabilil Muttaqien Grogol Kediri*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. Muhammad Walid, MA.

Pendidikan abad 21 merupakan pendidikan yang mengacu pada *digital literacy*, berpusat pada siswa, membekali siswa dengan keterampilan berkomunikasi, keterampilan berpikir kritis, keterampilan memecahkan masalah, kolaborasi, kontekstual, serta scientific approach. Karakter pendidikan tersebut dapat diwujudkan melalui penerapan kurikulum Cambridge. Matematika sebagai salah satu mata pelajaran utama pada kurikulum Cambridge merupakan materi dengan abstraksi dari dunia nyata. Dibutuhkan adanya pendekatan serta strategi variatif yang sesuai dengan karakteristik anak dalam mengajarkannya. *Cambridge Primary Maths* merupakan sebuah kombinasi inovatif antara kurikulum dan sumber belajar yang didukung dengan guru yang memiliki kemampuan mengajar matematika internasional serta pendekatan pemecahan masalah terbaik.

Tujuan penelitian ini adalah untuk: 1) Mengetahui konsep kurikulum cambridge di SD/TK IIS-PSM Grogol Kediri. 2) Mengetahui hal-hal yang menjadi latar belakang dari TK/SD IIS-PSM Grogol Kediri menerapkan kurikulum Cambridge pada kegiatan pembelajaran khususnya pada pembelajaran matematika 3) Mengetahui strategi perencanaan kegiatan pembelajaran matematika, dan mendiskripsikan pelaksanaan kegiatan pembelajaran matematika, serta memahami proses evaluasi yang digunakan pada kegiatan pembelajaran matematika khususnya pada kelas III di TK/SD IIS-PSM Grogol Kediri berdasarkan pada kurikulum Cambridge.

Tujuan di atas dapat dicapai melalui pendekatan kualitatif dengan jenis penelitian studi kasus. Di mana peneliti bertindak sebagai instrument kunci. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles and Hubberman yaitu Analyze before on field, analysis on field Model Miles and Huberman (Pengumpulan data, reduksi data, penyajian data, conclusion drawing).

Hasil penelitian menunjukkan bahwa: 1) Konsep kurikulum Cambridge di IIS-PSM Kediri dijabarkan melalui konsep kurikulum subjek akademik yang terdiri dari tujuan, isi, proses dan evaluasi, 2) Latar belakang penerapan kurikulum cambridge pada pembelajaran matematika di TK/SD IIS-PSM Kediri yakni untuk mempersiapkan masyarakat berkualitas di era Masyarakat Ekonomi ASEAN (MEA) serta Cambridge memberikan keleluasaan kepada sekolah untuk mengoptimalkan nilai kearifan local, 3) Pelaksanaan Kurikulum Cambridge pada Pembelajaran Matematika di IIS-PSM Kediri mengacu pada panduan yang diberikan oleh *Madrasah Irsyad Zuhri Al-Islamiah Singapura* mulai dari perencanaan sampai dengan evaluasi, namun sekolah diberi keleluasaan untuk menyesuaikan dengan nilai kearifan local

Kata Kunci: *Implementasi, kurikulum Cambridge, Mathematics Learning*

ABSTRACT

Sholikhah, Erna Mufidatus. 2016. *The Implementation of Cambridge Curriculum on Mathematics learning at Primary Islamic International School Pesantren sabilil Muttaqien Grogol Kediri*. Skripsi, Islamic Primary Teacher Education Program, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. Muhammad Walid, MA

21st century education is education which refers to digital literacy, student-centered, to equip students with the communication skills, critical thinking skills, problem solving skills, collaboration, contextual, and scientific approach. Character education can be realized through the application of the cambridge curriculum. Mathematics as one of the main subjects in cambridge curriculum that is a material with an abstraction of the real world. It takes the presence of varied approaches and strategies according to the teaching characteristics. Cambridge Primary Maths is an innovative combination between curriculum and learning resources are supported by teachers who have the ability to teach international math and best problem-solving approach.

The purpose of this study is to: 1) know the concept cambridge curriculum at Primary IIS-PSM Grogol Kediri. 2) know the things that became the background of Primary IIS-PSM Grogol Kediri implement learning activities at the cambridge curriculum specifically on learning math 3) know the math learning activities planning strategy, and describes the implementation of the activities of learning mathematics, as well as understanding the evaluation process used in mathematics learning activities especially on grade III based on the cambridge curriculum.

The purpose above can be achieved through a descriptive qualitative approach with this type of case study research. The researcher was act as a key instrument. The collecting data techniques used are observation, interview, and documentation. Data analysis using a model that Miles and Hubberman that are Analyze before on field, analysis on field Model Miles and Huberman (data collection, data reduction, data display, conclusion drawing/verification).

The results showed that: 1) Cambridge curriculum Concept in IIS-PSM Kediri elaborated through the concept of academic subject curriculum consisting of goals, content, processes and evaluation, 2) The background of Cambridge curriculum implementation of mathematics learning in Primary IIS PSM Kediri namely to prepare qualified society in the era of the ASEAN Economic Community (AEC) as well as Cambridge gave the authority to schools to optimize the value of local wisdom, 3) The implementation of mathematics learning based on Cambridge in IIS-PSM Kediri refers to the guidelines given by the Madrasah Islamiah Irsyad Zuhri Singapore starting from planning up to evaluation, however the school was given the discretion to adjust the value of the local wisdom

Key Word: *Implementation, Cambridge Curriculum, Mathematics Learning*

ملخص البحث

إرنا مفيدة الصالحة. 2016. تطبيق المنهج كامبريدج في التعليم الرياضيات في المدرسة الابتدائية الإسلامية المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري. بحث جامعي. قسم التعليم المدرس المدرسة الابتدائية. كلية العلوم التربوية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور محمد والد، الماجستير

في قرن واحد وعشرون التعليم هو التعليم الذي يشير إلى محو الأمية الرقمية *digital literacy* ، التي تركز على الطلاب، تزويد الطلاب مع مهارة الاتصال، مهارة التفكير الناقد، وحل المشكلة، والتعاون، السياقية، فضلا عن النهج العلمي. الطابع التعليم يمكن أن يتحقق من خلال تطبيق منهج كامبريدج. الرياضيات واحدة من الموضوعات الرئيسية على منهج كامبريدج هو مادة التي تدل العالم الحقيقي. فإنه يأخذ النهج والاستراتيجيات المتنوعة لتكون ملائمة لخصائص الأطفال في تدريسه. كامبريدج الابتدائية الرياضيات هو مزيج مبتكر من موارد المناهج الدراسية والتعلم التي يتم دعمها من قبل المعلمين الذين لديهم القدرة على تدريس الرياضيات الدولية وأفضل نهج حل المشكلة

وأما الغرض من هذه الدراسة كما يلي: (1) معرفة مفهوم المنهج كامبريدج في المدرسة الابتدائية الإسلامية أو الروضة الاطفال المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري. (2) معرفة الأشياء التي تصبح خلفية المدرسة الابتدائية الإسلامية أو الروضة الاطفال المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري منهج كامبريدج على أنشطة التعليم، خاصة في الرياضيات (3) تعرف على أنشطة التخطيط الاستراتيجي للرياضيات، ووصف أنشطة تعلم الرياضيات، وكذلك فهم عملية التقييم المستخدمة في الرياضيات ، وخاصة في الصف الثالث في المدرسة الابتدائية الإسلامية أو الروضة الاطفال المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري على أساس منهج كامبريدج.

وأما الهدف المذكور أعلاه لا يمكن أن يتحقق من خلال نهج نوعي مع دراسة حالة. التي يعمل الباحث على أنها أداة رئيسية. وكانت أساليب جمع البيانات المستخدمة الملاحظة والمقابلات والوثائق. تحليل البيانات باستخدام نموذج مايلز وهوبرمان للحد من البيانات، وعرض البيانات واستخلاص النتائج.

أظهرت النتائج كما يلي: (1) تفسير مفهوم المنهج كامبريدج في المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري من خلال مفهوم المنهج الدراسي لمادة دراسية ، يعنى الأهداف، والمحتوى، وعملية التقييم، (2) تنفيذ المنهج الخلفية كامبريدج على تعلم الرياضيات في المدرسة الابتدائية الإسلامية أو الروضة الاطفال المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري وهي لإعداد المجتمع الجودة في عهد اسيان الاقتصادية (AEC) وكامبريدج توفير المرونة للمدرسة لتحسين قيمة الحكمة المحلية، (3) منهج كامبريدج في تعلم الرياضيات في المدرسة الدولية في المدرسة الإسلامية سبيل المتقين كروكول كديري مشيرا إلى المبادئ التوجيهية التي قدمها المدرسة الدينية الإرشاد زهري الإسلامية سنغافورة بدءا من التخطيط ولتقييم، ولكن يتم إعطاء المدرسة تقدير لضبط قيمة الحكمة المحلية

كلمات الرئيسية: التنفيذ، المنهج كامبريدج ، والتعليم الرياضيات

CHAPTER I

INTRODUCTION

A. Background of the Research

Transition of life occurred together with development era. Development era from 20th to 21st century, sign the transformation of industry century changed to knowledge century. In this age, knowledge as the main foundation for all aspects in human life. It is dynamic high and unpredictable age. Consequently, education must be able to integrate to all aspects related to the educational curriculum adjusted to the development of science and technology. This is in line with the opinion of the Khalifah Ali Ibn Abi Thalib, "Educate your children based on their age, because they will be living with a different time than your time".¹ In addition, the book of Maqoolat Mauqi'u al-Ulukati also mentioned that:

عَلِّمُوا أَوْلَادَكُمْ عَلَىٰ غَيْرِ شَاكِلَتِكُمْ فَإِنَّهُمْ مَخْلَقَاتُ لِرَمَنٍ غَيْرِ زَمَانِكُمْ

Which means, teach your children in different for your expertise. Then they were created (was born) for a different age than your age.² Therefore, we can know how important education for the generation. By providing educations that in line with the progress of time, next generations expected to create innovations for the world development.

Education has a very decisive role for the development and realization of

¹ Cited from profile video of Primary IIS-PSM Grogol Kediri.

² Is'aunatin 'Azzah, "Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)", Skripsi, Fakultas Tarbiyah dan Keguruan, Tahun, page. Vii

the individual, especially for the development of the nation. The progress of a culture depends on the way the culture recognized, appreciated and utilized the human resource and closely related to the quality of education provided for the members of society especially to the learners.³ As good as the quality of education provided, so it will have better result. That could be students with achievements; students understand the lessons and able to apply it in everyday life.

The quality of nation education influence by the quality of teaching and learning process. While the quality of the learning process is determined by the various components are related to each other; that are the input of learners, curriculum, educators and educational personnel, infrastructure, funding, management and the environment. Therefore, need for improvement of each education component.⁴ Certainly, it is not only related to competencies of subjects, but also dealing with life skills, such as being able to dig the multi resources information.

The main thing that becomes reference in developing education is curriculum. Nana S. Sukmadinata states that the curriculum has a very central position in the overall educational process. Some teachers still define the curriculum superficially, that is around on subjects taught to learners. But when examined further, the curriculum is divided into 4 functions: 1) curriculum as plan, namely the curriculum serves as a planning of teaching-learning activities

³ Utami Munandar, *Pengembangan Kreativitas Anak Berbakat*, (Jakarta: Rineka Cipta, 1999), page. 6

⁴ Teguh Triwiyanto, *Panduan Mengelola Sekolah Bertaraf Internasional*, (Yogyakarta: Ar-Ruzz Media, 2010), page. 13

that developed based on the goal which want achieved; in the form of written or unwritten plan, 2) Curriculum as a regulator, namely the curriculum was instrumental in organizing the subject matter in the horizontal direction (relating to scope and integration) and vertical (relating to sequence and continuity), 3) curriculum as a way, organizing the curriculum suggests the use of an effective learning methods based on the use of props that will increase understanding, problem solving methods, to train the ability of thinking to the educational enhancement, 4) curriculum as a guide, namely the curriculum serves as guidelines for conducting the activities of the learning that has clarity about ideas and objectives to be achieved through the implementation of the curriculum.⁵

This is contained in the Undang-Undang Dasar Republik Indonesia (Indonesian Constitution) Number 20 of 2003 on the national education system (*Sisdiknas*) and is used in Government Regulation No. 7 of 2005 which formulated that the curriculum is a set of plans and arrangements concerning the objectives, content, or material/learning materials and methods are used as a way of organizing learning activities guidelines to achieve the educational objectives of education.⁶ Streamlining the perception regarding the curriculum is indispensable to the formulation of curriculum better.

When we observe the education that has been running in Indonesia, there are lot of the systems that must be overhauled, from the viewpoints of the affected (paradigm), model study, the emphasis the purpose of education, and

⁵ Tedjo N. Reksoatmodjo, *Pengembangan Kurikulum Pendidikan Teknologi dan Kejuruan*, (Bandung: Refika Aditama, 2010), page. 4

⁶ Munir, *Kurikulum Berbasis Teknologi dan Komunikasi* (Bandung: Alfabeta, 2010), page.

many others.⁷ In fact with a system that is already running, our education has not been able to create a critical and students care about the development of the people of Indonesia as well as the challenges in the globalization era. This is proved by the results of the Trends in Mathematics and Science Study (TIMSS) 2003 (2004), Indonesian students are only at rank 35 out of 44 countries in terms of Mathematics achievement and at rank 37 of 44 countries in terms of scientific accomplishments. In this case the student's achievement are far below Malaysian and Singapore students as the nearest neighboring countries. In terms of achievements, on 15 September 2004 the United Nations for Development Program (UNDP) has also announced the study results of human qualities simultaneously around the world through his report entitled Human Development Report 2004.

In this annual report are Indonesia's only occupied the position on 111 from 177 countries. When compared with neighboring countries, Indonesia's position is far below it. The Indonesia children turns out to be only able master the material 30% of readings and it turns out they hard pressed to answer questions requiring explanation shaped reasoning. This may be because they are very accustomed to memorize and practice multiple choice question.⁸ To realize these goals, required educational model and curriculum that are able to improve and develop the thinking and the way of view generation in order to be ready to compete with other developed countries.

⁷ Musthofa Rembangy, *Pendidikan Transformatif: Pergulatan Kritis Merumuskan Pendidikan di Tengah Pusaran Arus Globalisasi* (Yogyakarta: Teras, 2008), page. iv

⁸ Ana Dwi Wahyuni, *Penyebab Rendahnya Pendidikan di Indonesia* (<http://blog.umy.ac.id/pendidikan/penyebab-rendahnya-kualitas-pendidikan-di-indonesia/> accessed 27 Mei 2015 hour 20.19 WIB)

Nowadays there is some schools which established by comparing the national curriculum or foreign curriculum or that can be called with an International Standard School with the aim of improve the quality of education in Indonesia. To support the implementation of the program, the Government responded by legalizing the presence of a foreign curriculum through article 50 paragraph 3 of the Undang-Undang Republik Indonesia (Indonesian Constitution) Number 20 of 2003 on the national education system (UUSPN 20/2003) which states that, "The Government and/or regional governments organize at least one unit of education at all education levels to be developed into an international standard education unit".⁹

Public schools do not want to miss and immediately setting up an International Standard School Path. The presence of International Standard School or International Standard School Stub as if answer the disquiet of the society regarding the quality of national education. Even it has very expensive rates, the society still interest on it. It reaps the resistance so that International Standard School or International Standard School Stub annulled by the Constitutional Court on January 8, 2013. The reason is expensive cost, not because of the quality or the ideology.¹⁰

According To Galih Dikhtya Bunga Santosa, S. Ap; a staff at Primary IIS-PSM Kediri that have interviewed by the researcher said that the reason of an international standard school abolished because institutions only dominated the

⁹ Iif Khoiru Ahmadi, *Strategi Pembelajaran Sekolah berstandar internasional dan nasional* (Jakarta: Prestasi Pustakaraya, 2010), page. 1

¹⁰ Erma Pawitasari, *Daya Tarik Kurikulum Cambridge bagian 1* (<http://www.voa-Islam.com/read/suaraislam/2013/05/28/24866/daya-tarik-kurikulum-cambridge-bag-1/> accessed 07 Mei 2015 hour 12.19 WIB)

Cambridge curriculum in learning and ignore the national curriculum as the primary curriculum and as the equalization of advisable education in Indonesia.¹¹

It is different from this primary school. Primary Islamic International School Pesantren Sabilil Muttaqien (IIS-PSM) Kediri is an international-standard Islamic primary school based on Dahlan Iskan's idea that was adopted from Madrasah Al-Irsyad Al-Islamiyah Singapore or commonly referred as the sister school of madrasah Al-Irsyad Al-Islamiyah Singapore that blends the national curriculum with an international curriculum in the lesson.

Text books, work books and student evaluation system using reference from Singapore, and also the teacher had certified Cambridge International Certificate for Teachers and Trainers (CICTT) so that is already trusted and worthy in learning based on Cambridge curriculum. IIS PSM-learning patterns designed with thematic approach with contextual. Students learning styles is facilitated through a strategy of Multiple Intelligences, and an integrated character education. So, it be able to prepare the students to face the challenges of the future. IIS-PSM instill *Rabbani* values (God Conscious), ethical (People Centered), the best spirit (Excellence Driven) as the application of Islamic environment. Next Yoyok Amiruddin, M.Pd.I as The Vice Principal of the Primary School of Islamic International School Pesantren Sabilil Muttaqien Kediri added,

Untuk menyetarakan kemampuan siswa di IIS-PSM dengan standar pendidikan nasional, dilakukan 2 kali ujian akhir, yang pertama dilaksanakan ujian sesuai dengan yang sudah diajarkan, yang kedua

¹¹ Interviewed with Galih Diktya Bunga Santosa, Staff administration of Primary IIS-PSM Kediri, date Mei 16th 2015 hour 13.47 WIB

apabila materi tersebut dirasa kurang, siswa akan ditambah lagi dengan materi sesuai dengan skkd dan mengikuti UTS maupun UAS dari diknas.¹²

This shows that is okay to add the Cambridge curriculum on learning, as long as it should always be accompanied by the national curriculum.

The Cambridge curriculum is implemented in 3 subjects, including mathematics, science and english by using a book that deliberately imported directly from Singapore. This book designed according to the needs and development of the child at primary school age. Especially on Mathematics learning, Cambridge curriculum learning can increase the students understanding by the help of teachers who are already competent and certified CICTT.

Mathematics learning in primary school required the existence of the material by using the stage of “concrete to abstract” either through the tools, like media as well as props or modify learning material so that more quickly understood by students. According to Piaget, children of primary school age are on concrete operational phase. The ability that looks at this phase is the ability of thinking process to operate the norms of logic, although it is still bound to the concrete object.¹³

Mathematics learning methods that correspond to the phases are also applied on Mathematics learning in the Primary Islamic International School Pesantren Sabilil Muttaqien Kediri. Mathematics learning at this school was using english as instructional language. This is in accordance with Undang-

¹² Interviewed with Yoyok Amirudin, The Vice Principal of Curriculum Primary IIS-PSM Kediri, date Mei 16th 2015 hour 13.47 WIB

¹³ Heruman, *Model Pembelajaran Matematika Sekolah Dasar* (Bandung: Remaja Rosdakarya, 2007), Page. 1

undang Dasar (Indonesian Constitution) Number 20 of 2003 Chapter VII Article 33 paragraph 3 concerning the language of instruction which states that: "Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik"¹⁴. That constitution legalized english as the instructional language. And also bring up the contextual approach and emphasis on student centered, where such approaches aim to make students active in learning.

Ninik Ria Heriawati, S. Pd as Mathematics teacher grade 1 to grade 3 adds that the Mathematics learning in Primary Islamic International School Pesantren Sabilil Muttaqien Kediri using my Pals book which imported from Singapore. This book complete with problem solving skills and critical thinking skills needed for everyday life or might called by providing learning experiences for teachers and students. This book complete with exercises which guide the student to think of concrete to abstract with a more rational way.

Mathematics learning tried always to use media. It can be flash cards, as well as to facilitate the understanding of unit rubrics students. In addition to use the media, teachers also use interactive games. Despite mathematics learning at this school was using english, but students have never found it was very difficult because teachers use english language in accordance with proficiency level students an also asks students to underline the difficult word and then students perceive it together and students always enjoy every full day learning packed in a

¹⁴ Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (<http://kemenag.go.id/file/dokumen/UU2003.pdf>, accessed November 2, 2015 hour 08.36)

meaningful and enjoyable activity.¹⁵ Application of the mathematics learning in Cambridge curriculum is expected to improve the students understanding, to provide students with a learning experience and enhance the meaningfulness of studying at primary school students.

The importance of the implementation of the curriculum of basic education in Cambridge in Indonesia were also delivered by Mr. Dahlan Iskan as the initiator of the Islamic International School Pesantren Sabilil Muttaqien that,

Indonesia dalam 15 tahun yang akan datang akan menjadi negara maju, akan menjadi negara yang ekonominya luar biasa. Anak-anak yang lulus dari IIS 15 tahun yang akan datang kira-kira umurnya menjadi 28 atau 27. Pada saat itu nanti, hanya orang-orang yang berkualitas yang akan bisa survive. Nah, jadi ini bagian dari menyeimbangkan ketimpangan dari akses pada masa ekonomi kapitalisme yang kian tahun kian bebas. Kita menyiapkan supaya orang-orang di kota kecil memiliki kemampuan yang sama dengan orang-orang di kota besar. Untuk menyiapkan Indonesia yang modern, diperlukan orang-orang yang berkualitas.¹⁶

Mr. Dahlan Iskan wished that on 15 years later, students who graduate from IIS becomes qualified people who can survive and he hopes that people in small town have same capabilities with people in large cities.

The statement motivates researchers to find out more how to analyze the applicability and implementation of Cambridge curriculum on Mathematics learning in Primary 3 at Primary Islamic International School Pesantren Sabilul Muttaqien Grogol Kediri with the research title "The Implementation of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri"

¹⁵ Interviewed with Ninik Ria Herawati, Mathematics Teacher Primary 3 Islamic International School Sabilil Muttaqien Kediri, date 30 Oktober 2015 hour 10.05 WIB

¹⁶ Dahlan Iskan, cited from profile video of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri.

B. Focus of the Research

Based on problems being context in this research, there are several research focus in order to limit the scope of the research, namely the following:

1. What is the concept of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri?
2. Why does Primary Islamic International School Pesantren Sabilil Muttaqien Kediri implement cambridge curriculum at mathematics learning?
3. How is the implementation of Cambridge curriculum on mathematics learning in Primary Islamic International School Pesantren Sabilil Muttaqien Kediri?. In this third focuses of research will be described about the shape of the implementation, including: a. The planning of mathematics learning, b. The learning process of mathematics, c. The Learning evaluation based on the cambridge curriculum.

C. The Objectives of Research

The purposes of this study in more detail are:

1. To know and describe the concept of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri
2. To find out the background of the Primary Islamic International School Pesantren Sabilil Muttaqien Kediri implement learning activities at the cambridge curriculum specifically on learning Mathematics, as well as the expected results after implementing curricula activities in cambridge learning mathematics.

3. To know the mathematics learning activities planning strategy, and describes the implementation mathematics learning activities, as well as understanding the evaluation process used in mathematics learning activities especially on grade III in Primary Islamic International School Pesantren Sabilil Muttaqien Kediri based on cambridge curriculum.

D. Significance of Research

1. Theoretical Significance

Theoretically, the research is expected to add knowledge for all education providers in particular teachers so that it can be a consideration as well as reference in organizing appropriate basic education and be able to prepare learners-as well as nationalism was able to hold fast to the values of Islam to face of future challenges.

2. Practical Significances

a. For Educational Institutions

When knowing the background of implementing the cambridge curriculum by Primary Islamic International School Pesantren Sabilil Muttaqien Kediri, expected to provide motivations for the learning institution to be better and in accordance with the character and needs of learners.

b. For Teachers

When knowing processes and steps of planning learning activities, implementation and evaluation process of mathematics learning with the cambridge curriculum program that suits the character and needs of the

learners, then is expected to not only serve as a discourse, but also applied by the teacher. So in his education, basic talent students in the form of academic or non-academic who does indeed already present in him, can develop and make students more active, creative, innovative and sensitive to the environmental community.

c. For Students

When knowing the mathematics learning strategies that are interesting, fun, capable of connecting mathematics with everyday life as well as being able to involve students directly in mathematics learning, are expected to improve the understanding of students against mathematics lessons as well as more active students and provided a delightful learning experience.

E. Definition of Key Terms

1. Definition of Implementation

Implementation is the process of applying an idea, concept, policy, or innovation in a practical to give effects, either in the form of changes in knowledge, skills, values and attitudes. In the Oxford Advance Learner's Dictionary expressing that implementation was "put something into effect" (the application of something that gives the effect or impact).¹⁷

2. Definition of Curriculum

Undang-undang Dasar Republik Indonesia (Indonesian Constitution) Number 20 of 2003 on the national education system and used in

¹⁷ E. Mulyasa, *Implemetasi Kurikulum Tingkat Satuan Pendidikan: Kemandirian Guru dan Kepala Sekolah*, (Jakarta: Gramedia Pustaka Utama, 2007), page. 178

Government Regulation Number 7 of 2005. It was formulates that the curriculum is a set of plans and arrangements concerning the objectives, content, or material/learning materials and methods that are used as a way of organizing learning activities guidelines, they are formed to achieve the educational objectives of education. Understanding the curriculum can shape a better framework/draft to help the growth of student abilities through the learning process.¹⁸

3. Definition of Cambridge Curriculum

The cambridge curriculum is a curriculum adapted from University of Cambridge. It is overshadowing the program named the Cambridge International Examinations.

F. Previous of Research

From the cambridge curriculum implementation research that has been done before, researcher can result that there is none who does the same research like mine. The results of the previous research as follows:

1. The first study by Marita Lailia Rahman entitled "Implementasi Kurikulum Cambridge dalam Pembelajaran Bahasa Inggris di Sekolah Dasar (Studi Kasus Di SDIT Baitul Izzah Nganjuk).¹⁹ As for the focus of the research include: 1) How the planning of english learning in the SDIT Baitul Izzah Nganjuk works, 2) How the implementation of english learning in SDIT Baitul Izzah Nganjuk runs, 3) How the evaluation of english learning in the

¹⁸ Munir, *Kurikulum Berbasis Teknologi dan Komunikasi* (Bandung: Alfabeta, 2010), page. 29

¹⁹ Marita Lailia Rahman, "*Implementasi Kurikulum Cambridge dalam Pembelajaran Bahasa Inggris di Sekolah Dasar (SDIT Baitul Izzah Nganjuk)*", Thesis, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Program Pascasarjana UIN Malang , 2013, page. xi

SDIT Baitul Izzah Nganjuk is. This research aims : 1) to know and describe the planning of english learning in SDIT Baitul Izzah Nganjuk, 2) to know and describe the implementation of english learning in SDIT Baitul Izzah Nganjuk, 3) to know and describe the evaluation of english learning SDIT Baitul Izzah Nganjuk. The results showed that: 1) The planning of English learning in SDIT Baitul Izzah Nganjuk includes the purpose, content, media, strategy, and learning assessment. The purpose of english learning in the SDIT Baitul Izzah Nganjuk is to prepare students to face the challenges of globalization. Material in English learning is adapted from the cambridge curriculum guide that matched to the student's needs. Learning media used are print media and electronic media such as a book and OHP. The strategies used in english learning is adapted from the students material, situation and condition in a class, while the english assessment done with the test and non-test assessment such as writing test and affective assessment. 2) The implementation of english learning in the SDIT Baitul Izzah Nganjuk in accordance with the syllabus and lesson plan based on Cambridge curriculum guides. The lesson plan contains teacher steps before the lesson begins, when the learning takes place, and when the study ended. When the study ended, teachers also use feedback to find out student's understanding. 3) The evaluation of english learning in the SDIT Baitul Izzah Nganjuk is done when the existence of the teachers working group who use the cambridge curriculum areas of english. In addition, the evaluation also done when learning ends with using feedback. Evaluation

has purposes to find out the level of knowledge and students understanding in english learning.

2. The second research by Is'aunatin 'Azzah entitled "Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)".²⁰ The focuses of this research are: 1) How is the concept of cambridge curriculum which implemented in SMA Darul Ulum 2 Unggulan BPPT Jombang? 2) How is the implementation of cambridge curriculum di SMA Darul Ulum 2 Unggulan BPPT Jombang?. 3) How is the result of implementing cambridge curriculum di SMA Darul Ulum 2 Unggulan BPPT Jombang?. This research has purpose to describe and analyze about implementation of international curriculum namely cambridge curriculum, to know the concept of cambridge curriculum and the essence of this concept which is implementation of cambridge curriculum and also to know the result of cambridge curriculum reached by SMA Darul Ulum 2 Unggulan BPPT Jombang. This research is descriptive qualitative research. Collecting data done with interview method, observation and documentation. Data analyze used is analytic descriptive. For checking the validity of data, researcher use research triangulation. The result of the research show that: 1) The concept of implementing cambridge curriculum in SMA Darul Ulum 2 Unggulan BPPT Jombang is with require all students to have a certificate Cambridge at least one field of study by following the certification exams of Cambridge. 2) The essence of

²⁰ Is'aunatin 'Azzah, "*Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)*", Skripsi, Fakultas Tarbiyah dan Keguruan, Tahun, page. XVII

cambridge curriculum implemented at intra-curricular school, it also held coaching once a week for one Subject or one of subjects as well as intensive coaching is done for two days before the cambridge exam certification. 3) Results achieved in the implementation of the cambridge curriculum namely it gives a positive effect for teachers and especially students. Student insights as well as having broader competitiveness both at national and international levels, it is evidenced by the large number of achievements in various competitions as well as the large number of graduates or the alumni of the college are accepted at overseas with scholarship.

Thus, there are a few things that distinguish this research with two previous research, including the following:

1. Focus on research entitled “ The Implementation of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri” that are about concept of cambridge curriculum on mathematics learning, background of Primary Islamic International School Pesantren Sabilil Muttaqien Kediri implement cambridge curriculum on mathematics learning and also how is the application of mathematics learning in Primary Islamic International School Pesantren Sabilil Muttaqien Kediri based on cambridge curriculum including planning, application and learning evaluation.. Besides that, on first research by Marita Lailia Rahman entitled “Implementasi Kurikulum Cambridge dalam Pembelajaran Bahasa Inggris di Sekolah Dasar (Studi Kasus Di SDIT Baitul Izzah Nganjuk)” only focus at planning,

implementation and evaluation on English Learning based on Cambridge Curriculum. Then in the second research by Is'aunatin 'Azzah entitled "Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)" focus at cambridge curriculum learning concept generally, Implementation of cambridge curriculum in *SMA Darul Ulum 2 Unggulan BPPT Jombang*, and also the result of implementing cambridge curriculum reached by the school.

2. The Research entitled "The Implementation of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri" done in Primary School stage namely at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri, while the second research before done in different research setting. first research by Marita Lailia Rahman entitled "Implementasi Kurikulum Cambridge dalam Pembelajaran Bahasa Inggris di Sekolah Dasar (Studi Kasus Di SDIT Baitul Izzah Nganjuk)" almost same with the researcher's research which done on primary stage, but use different research setting namely in *SDIT Baitul Izzah Nganjuk*. And also the second research by Is'aunatin 'Azzah entitled "Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)" done in secondary stage that is in *SMA Darul Ulum 2 Unggulan BPPT Jombang*.

Based on difference above, the researcher concluded that the study proposed by the researcher is new and different with studies which have been conducted before.



Table 1.1 Previous of Research

No	Profile	Focus of the Research	The Result of Research	Similarity	Difference
1.	Marita Lailia Rahman. Implementasi Kurikulum Cambridge dalam Pembelajaran Bahasa Inggris di Sekolah Dasar (Studi Kasus Di SDIT Baitul Izzah Nganjuk). 2013.	<ol style="list-style-type: none"> How does the planning of english learning in the SDIT Baitul Izzah Nganjuk. How the implementation of English learning in SDIT Baitul Izzah Nganjuk, How is the evaluation of English learning in the SDIT Baitul Izzah Nganjuk 	<ol style="list-style-type: none"> The planning of english learning in SDIT Baitul Izzah Nganjuk include the purpose, content, media, strategy, and learning assessment. The implementation of english learning in the SDIT Baitul Izzah Nganjuk in accordance with the syllabus and lesson plan based on cambridge curriculum guides The evaluation of english learning in the SDIT Baitul Izzah Nganjuk is done when the existence of the teachers working group who use the cambridge curriculum areas of english 	Both of this research are about implementation and application of cambridge curriculum in one of subject of cambride primary and done in primary stage	This research focus at english learning, while the research that researcher propose has focus of research on implementation and application of cambridge curriculum on mathematics as the abstraction of the real world material
2.	Is'aunatin 'Azzah. Implementasi	<ol style="list-style-type: none"> How is the concept of cambridge 	<ol style="list-style-type: none"> The concept of implementing cambridge curriculum in SMA Darul Ulum 2 	Both of this research are about implementation of	This research has focus at implementation of cambridge curriculum

<p>Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang). 2010</p>	<p>curriculum which implemented in SMA Darul Ulum 2 Unggulan BPPT Jombang?</p> <p>2. How is the implementation of cambridge curriculum di SMA Darul Ulum 2 Unggulan BPPT Jombang?.</p> <p>3. How is the result of implementing Cambridge curriculum di SMA Darul Ulum 2 Unggulan BPPT Jombang?</p>	<p>Unggulan BPPT Jombang is with require all students to have a certificate Cambridge at least one field of study by following the certification exams of Cambridge.</p> <p>2. The essence of Cambridge curriculum implemented at intra-curricular school, it also held coaching once a week for one Subject or one of subjects as well as intensive coaching is done for two days before the certification exam cambridge.</p> <p>3. Results achieved in the implementation of the cambridge curriculum namely it gives a positive effect for teachers and especially students.</p>	<p>cambridge curriculum</p>	<p>totality without focus at one aspect. While the research that researcher propose has focus of research on implementation and application of cambridge curriculum on mathematics as the abstraction of the real world material</p>
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G. Composition of Research Findings

To give reflection about the contain of this research, so the composition of research finding as follows:

Chapter I : This chapter presents the background of the research, focuses of the research, objectives of the research, significances of the research, previous research, definition of key terms, composition of research findings.

Chapter II : This chapter consists of review literature that related to the implementation of Cambridge curriculum on mathematics learning.

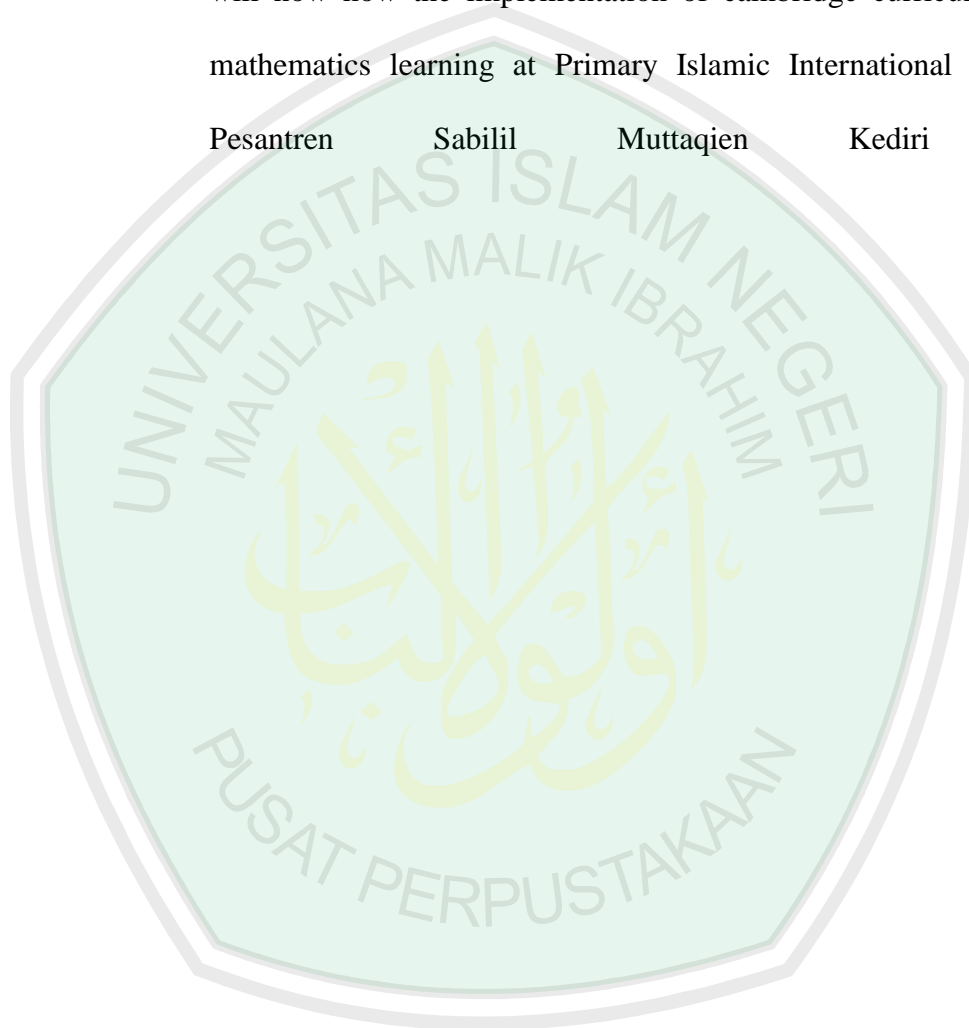
Chapter III : In this chapter, the researcher presents research methods. It covers approach and research design, attendance of the researcher, setting of the research, data and data resources, data collection, data analysis, and research procedures.

Chapter IV : This chapter presents research finding about the implementation of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri. It is consist of cambridge curriculum concept, background of cambridge curriculum implementation, mathematics learning plan, mathematics learning process, mathematics learning evaluation.

Chapter V : This chapter consists of the finding discussion. It covers answering focuses of the research, and interpretation of research finding about the implementation of cambridge

curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri.

Chapter VI : This is the last chapter of the research. In this chapter, the researcher presents the conclusion of this research. Therefore, we will now how the implementation of cambridge curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri is.



CHAPTER II

REVIEW OF LITERATURE

A. Curriculum

1. The Definition of Curriculum

Etymologically, the term curriculum of Greece, namely the *curir* which mean "runner" and *curere* which mean "place of the race". The term curriculum comes from the world of sports, especially in the field of Athletics in Ancient Greece in the Roman era. In France, the term curriculum comes from the word courier which means to run. The curriculum means a distance must be traveled by a runner from the start line until the finish line to earn a medal or award.²¹

Here are the views of the experts on the definition of the curriculum:²²

- a) B. Othanel Smith, W.O. Stanley and J. Harlan Shores looked at the curriculum as a sequence of potential experiences set up in the school of the purpose of disciplining children and youth in group ways of thinking and acting.
- b) J. Galen Saylor and William M. Alexander state that the curriculum is sum of school's effort to influence learning, whether in the classroom, on the playground or out of school.
- c) Harold B. Albery et. Al understands that curriculum as all of activities that are provided for the students by the school.

²¹ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, (bandung: Remaja Rosdakarya Offset), page. 2

²² *Ibid*, page. 3-4

The third view above can be concluded that the definition of curriculum are all activities and potential experience (content/material) which have been scientifically arranged, whether that happens in the classroom, on the school, the upper school and outside the school's responsibility to achieve the goal of education.

2. Kind of Curriculum

There are four types of curricula that can be described as follows:

a) Separated Subject Curriculum

This curriculum is understood as a type of subjects curriculum apart from each other. Subjects Curriculum separate means the curriculum in the form of separate subjects, the less have linkages with other subjects. Consequently students have to take on more and more subjects. The following is a description of Separated Subject Curriculum:

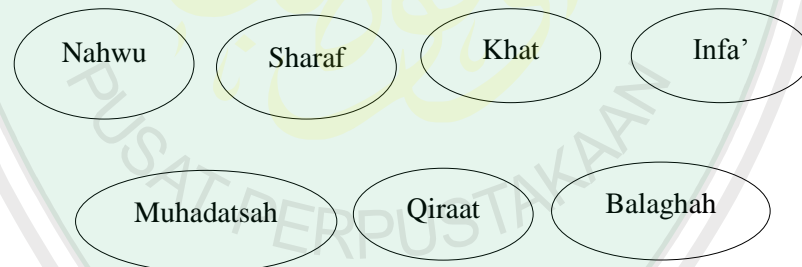
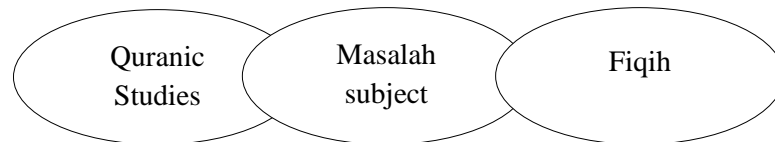


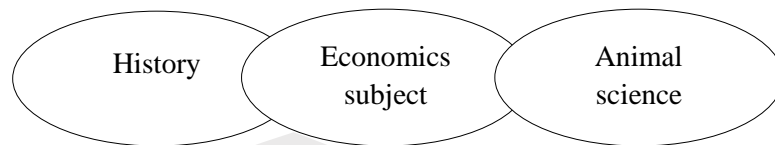
Figure 2.1 Separated Subject Curriculum

b) Correlated Curriculum

The curriculum of this type contain the meaning that a number of subjects linked between each other, so that the scope of material covered. The following is an overview of Correlated Curriculum:



A matter of Prayer discussed in lessons fiqh or Quranic studic



The matter of economic lessons discussed in lessons of history and animal science lesson

Figure 2.2 Correlated Curriculum

c) Broad Field Curriculum

The Broad field curriculum is the curriculum that eliminate boundaries and unite the subjects (subject matter) are closely linked. Hilda Taba said that this curriculum is enhancing curriculum by combining several subjects. For examples: history, geography, economics, and political science merged into social sciences.

d) Integrated Curriculum

The integrated curriculum is a product of integrating learning materials from a variety of lessons. Integration created with a specific focus on the issue of lessons requiring the solution with the material or materials from a variety of disciplines or subjects.²³

3. The Concept of Curriculum

Model curriculum drafts emerge as implications of various schools in education. Concept curriculum model not regardless of what Hilda Taba's statement in his book *Curriculum Development: Theory and Practice* that

²³ Abdullah Idi, *Pengembangan Kurikulum: Teori dan Praktik* (Yogyakarta: Ar-Ruzz Media, 2007), page. 141

there are three functions of the curriculum, are 1) as the transmission, passed the values of culture, 2) as transformation, i.e. make changes or reconstruction of social, and 3) as individual development. The first function can be realized through the concept of academic subject curriculum which will be discussed in this research.²⁴

Review of the basic curriculum framework, the concept of an academic subject curriculum has certain characteristics developed by Glenys G. Unruh and Adolp Unruh based on the definition of the curriculum, namely a plan about (a) the destination, (b) the content of what learned and in it there is (c) a learning process and (d) evaluation for learning outcomes. Based on the above opinion, so it can be concluded that there are four principal components to the curriculum, which are objectives, content/material, process, and evaluation. These components should be compliance, interconnected and thus forming a system of dependence. The elaboration of the curriculum components as follows:

a. Component of Goals

The destination component is divided into four objectives, include: 1) National educational goals formulated by Governments as a guide for the development of educational objectives more specifically, 2) Institutional Goals are the goals to be achieved by each of the institutions, both formal and non formal education, curricular Goal 3) is the goal to be achieved by each field of study or subjects, such as the study of Islamic education , sciences, social sciences, mathematics,

²⁴ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2011), hlm. 127

Indonesian Language, etc., 4) Common learning objectives (objectives to be achieved by each subject) and specific learning objectives/instructional Objectives (purpose of each subject).

b. Component of Contents

The content of the curriculum or material fact is in all activities and experiences that are developed and drafted in order to achieve the goal of education.²⁵ Isi/ materi mengambil dari berbagai disiplin ilmu yang telah disusun oleh para ahli, kemudian direorganisasi sesuai kebutuhan pendidikan.²⁶

c. Component of Process

The process of implementing the curriculum must show the existence of the learning activities, namely, the efforts of the teachers for membelajarkan learners, whether in school through the activities of a face, or activities outside of school through structured and independent. In the context of this, teachers are expected to use a variety of learning strategies, methods of teaching, learning, and media sources. The selection of the learning strategies must be tailored to the purpose of the curriculum, the characteristics of the subject matter, and the level of development of the learners.

d. Component of Evaluation

To find out the effectiveness of the curriculum and in an attempt to improve and refine the curriculum, curriculum evaluation is required.²⁷

Evaluation of component use types and forms of evaluation vary, such as

²⁵ Ibid, page. 82-88

²⁶ Ibid, page 129

²⁷ Ibid, page. 93

formative and summative, test and non-test. Prefer the results of evaluation in accordance with the criteria of attainment.²⁸

B. Cambridge Curriculum

1. Definition and Types of Cambridge Curriculum

The Cambridge curriculum is curriculum adapted of the University of Cambridge. Cambridge curriculum expands understanding, knowledge and skills of learners who are at the core of the learning experience. On Cambridge curriculum, the important thing is the process, because the process reflects how the student's minds work. The Cambridge curriculum is overshadowing the program namely the Cambridge International Examinations. Cambridge International Examinations is one of the international education and qualification program for children aged 5-19 years.²⁹ The Cambridge curriculum is divided into four phases that will guide in order from primary to secondary levels, and age of pre-university, include:

a. Cambridge Primary (5-11 years old)

- 1) Cambridge Primary; it develop learning skill and understanding through the primary years in English, mathematics and science. Cambridge primary provides with a flexible framework which can use to tailor the curriculum to your needs, and equipped with assessment tools to help teacher identify what students are learning, monitor their progress and report to parent.

²⁸ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2011), page. 129

²⁹ Is'aunatin 'Azzah, *Implementasi Kurikulum Internasional (Studi Kasus Penerapan Kurikulum Cambridge di SMA Darul Ulum 2 Unggulan BPPT Jombang)*, Skripsi, Fakultas Tarbiyah dan Keguruan, UIN Sunan Kalijaga Yogyakarta, 2013, page. 13

- 2) Cambridge Primary Check Point; is a test for learners at the end of the final year of Cambridge Primary and is available in English, mathematics and science; English as a second language tests are available from their sister organization Cambridge English Language Assessment
- 3) Cambridge ICT Starter; Information and Communications Technology (ICT) are now part of the educational experience worldwide. It is regarded as a new 'literacy', alongside reading, writing and numeracy. Cambridge ICT Starters introduces learners, within Cambridge Primary and Cambridge Secondary 1 stages, to the key ICT applications they need to acquire that literacy and to understand the impact of technology on our daily lives.

b. Cambridge Secondary 1 (11-14 years old)

- 1) Cambridge Secondary 1; Cambridge Secondary 1 develops learner skills and understanding in English, mathematics and science for the first three years of secondary education. It provides teacher with a flexible framework that can use to develop a curriculum that tailored to teacher needs. Cambridge Secondary 1 provides excellent preparation for Cambridge Secondary 2 and other educational systems.
- 2) Cambridge Checkpoint; is a test to assess learning at the end of Cambridge Secondary 1 and provide evidence of readiness for the next stage. It is available for English, mathematics and science; English as a second language tests are available from our sister

organization Cambridge English Language Assessment. Feedback reports show how a learner has performed in relation to the curriculum, their learning group, the whole school and against all learners who have taken tests in that series around the world.

- 3) Cambridge ICT Starter; Information and Communications Technology (ICT) are now part of the educational experience worldwide. It is regarded as a new 'literacy', alongside reading, writing and numeracy. Cambridge ICT Starters introduces learners, within Cambridge Primary and Cambridge Secondary 1 stages, to the key ICT applications they need to acquire that literacy and to understand the impact of technology on our daily lives.

c. Cambridge Secondary 2 (14-16 years old)

- 1) Cambridge IGCSE (the International General Certificate of Secondary Education); With its 70 subjects, available in any combination and including more than 30 languages, the Cambridge IGCSE curriculum offers a variety of routes for learners with a wide range of abilities, including those whose first language is not English. It develops learner knowledge, understanding and skills in: subject content, applying knowledge and understanding to new as well as familiar situations, intellectual enquiry, flexibility and responsiveness to change, working and communicating in English, influencing outcomes, cultural awareness. Schools worldwide have been – and continue to be – involved in the development of Cambridge IGCSE, so we are confident it represents the best possible international

education for 14 to 16 year olds. The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias. The content, the structure and the administrative support mean Cambridge IGCSE answers the needs of more and more schools worldwide.

- 2) Cambridge O level; Cambridge O Level is an internationally recognized qualification equivalent to Cambridge IGCSE and the UK GCSE. Cambridge O Level provides learners with excellent preparation for academic progression to Cambridge Advanced as well as other progression routes. We have designed Cambridge O Levels especially for an international audience. They are sensitive to the needs of different countries and for learners whose first language may not be English. Cambridge O Levels develop learner knowledge, understanding and skills in: subject content, applying knowledge and understanding to familiar and new situations intellectual enquiry flexibility and responsiveness to change working and communicating in English, influencing outcomes, cultural awareness.

d. Cambridge advanced (16-19 years old)

- 1) Cambridge International AS & A Level; Cambridge International AS & A Level curricula are flexible. You can offer almost any combination of 55 subjects. Learners can specialize or study a range of subjects, ensuring breadth. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is

typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level. But courses can be taken over different periods of time.

- 2) Giving learners the power to choose helps motivate them throughout their studies. This flexibility gives you building blocks to build an individualized curriculum that develops your learner's knowledge, understanding and skills in: in-depth subject content, independent thinking, applying knowledge and understanding to new as well, as familiar situations, handling and evaluating different types of information, source, thinking logically and presenting ordered and coherent, arguments, making judgments, recommendations and decisions, presenting reasoned explanations, understanding, implications and communicating them clearly and logically, working and communicating in English.
- 3) Cambridge Pre-U; Cambridge Pre-U is designed to help schools equip learners with the skills they need to succeed at university. Cambridge Pre-U is typically a two-year course for 16 to 19 year olds, available in 24 Principal Subjects and Cambridge Pre-U Global Perspectives & Research (GPR). Learners can take Cambridge Pre-U qualifications separately, and receive grades for each one. Students can also choose three Principal Subjects to achieve the Cambridge Pre-U Diploma. They also need to complete Global Perspectives & Research, a qualification that gives learners the chance to develop independent thinking, research and communication skills. Besides that, Student on

Cambridge Pre-U is also offered short courses in some subjects. These are typically one-year courses, with exams taken at the end. Students can use Short Courses to broaden their learning beyond their chosen subject specialisms.³⁰

2. Cambridge Primary

a. The Description of Cambridge Primary

Cambridge Primary is typically for learners aged 5 to 11 years. It develops learner skills and understanding through the primary years in English, mathematics and science. Cambridge primary provides with a flexible framework which can use to tailor the curriculum to your needs, and equipped with assessment tools to help teacher identify what students are learning, monitor their progress and report to parent.

b. Subjects

There are six-stages program that provide curriculum frameworks and assessment for each of the following subjects: English, English as a second language, mathematics, science. Each stage reflects the teaching targets for a year group. The curriculum frameworks are divided into content areas called 'strands'. Mathematics for example has five strands: Number Geometry, Measure, Handling data, Problem solving.

c. Assessment

An optional testing structure with assessments that provide an international benchmark enabling teachers to:

³⁰ Cambridge International Examinations , *Cambridge Prospectus (pdf file)*(www.cie.uk), accessed 18 Oktober 2015 jam 10.40 WIB), page. 3-27

- 1) Identify learner strengths and weaknesses within individuals and class groups
- 2) Develop further teaching and learning support using the information from the test results
- 3) Provide learners with a statement of achievement (if they choose to do Cambridge Primary Checkpoint) at the end of their primary schooling.

There are three tests in Cambridge Primary, such as:

- 1) **Cambridge Primary Progression Tests:** From stage 3 of the curriculum. It can be given when the teacher feels the class is ready. Marked by the teachers in school.
- 2) **Cambridge Progress Checker:** An analysis tool for the Cambridge Primary Progression Tests. This allows you to compare a learner's results against their class, school or other schools around the world teaching Cambridge Primary.
- 3) **Cambridge Primary Checkpoint:** Diagnostic tests for English, mathematics and science, taken at the end of the programme. Provides comprehensive feedback on the strengths and weaknesses of each learner.³¹

3. Cambridge Primary Math

Cambridge Primary Math is an innovative combination of curriculum and resources that supports teachers and learners through best-

³¹ Cambridge International Examinations, *Implementing the Curriculum with Cambridge: a Guide for School Leaders 2014 (pdf file)* (www.cie.uk, accessed on February 17th 2015 hour 13.28 WIB), page. 25

practice international math and learners through best-practice international math teaching and a problem-solving approach.³²

The Cambridge Primary Mathematics curriculum framework provides a solid foundation upon which the later stages of education can be built. Cambridge Primary offers an optional testing structure to assess learner performance and report progress for both learners and parents. These assessments provide an international benchmark that enables teachers to identify learner strengths and weaknesses for individuals and class groups and develop further teaching and learning support using the information from the test results. Cambridge Primary Progression Tests are available to schools registered for Cambridge Primary for stages 3–6. These tests are marked by teachers and come with full mark schemes and marking guidance. At the end of Cambridge Primary, schools can also offer Cambridge Primary Checkpoint, a diagnostic test which offers comprehensive feedback at the end of the Cambridge Primary stage.

The curriculum frameworks for each subject for Cambridge Primary are organized into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives. For Cambridge Primary Mathematics, the curriculum is presented in five content areas or ‘strands’. These are further subdivided into ‘sub-strands’. The strands and sub-strands are:

a. Number

1) Numbers and the number system

³² Cambridge International Examination, *What is Cambridge Primary Maths?* (<http://cambridgeprimarymaths.Cie.org.uk/about.aspx>, accessed October 17th 2015 hour 08.35 WIB)

2) Calculation – Mental strategies, Addition and subtraction,
Multiplication and division

b. Geometry

1) Shapes and geometric reasoning

2) Position and movement

c. Measure

1) Money

2) Length, mass and capacity

3) Time

4) Area and perimeter

d. Handling data

a) Organizing, categorizing and representing data

b) Probability

5) Problem solving

a) Using techniques and skills in solving mathematical problems

b) Using understanding and strategies in solving problem.³³

4. Cambridge Curriculum Services

a. Secure Online Support

1) Teacher Support; An online resource bank and community forum where teachers can access thousands of Cambridge support resources, exchange lesson ideas and materials, and join subject-specific discussion forums.

³³ Cambridge International Examination, *Cambridge Primary Mathematics Curriculum Outline (pdf file)* (<http://cambridgeprimarymaths.Cie.org.uk/about.aspx>, accessed October 17th 2015 hour 08.35 WIB)

- 2) Assessment tools; It provide dedicated online support to schools registered to offer Cambridge Primary and Cambridge Secondary 1. Teachers can download progression tests and use results analysis tools to monitor learner's progress.
- 3) For Teachers and students of Global Perspectives; Cambridge schools offering Cambridge Global Perspectives can use our online learning area. It provides a space for teachers and learners to build online communities where they can share resources and work with other schools. In addition, there are full online Cambridge IGCSE and Cambridge International AS Level Global Perspectives courses available in the online learning area.
- 4) Ask the Examiner seminars; These sessions take place on Teacher Support after exam results have been released, giving teachers an opportunity to ask examiners any questions they have about the series.

b. Teaching resources

- 1) Syllabus (or curriculum framework); The most important documents teachers will use. They describe what learners need to know, what they must be able to do, and how they will be assessed. We provide curriculum frameworks for Cambridge Primary and Secondary 1 subjects and then syllabuses for Cambridge Secondary 2 and Cambridge Advanced subjects.
- 2) Schemes of Work; A medium-term plan that gives ideas on how teachers might deliver the course.

- 3) Teacher guides; Some subjects have teacher guides which provide extra guidance on planning and teaching.
- 4) Textbooks and publisher resources; It publish lists of resources to support teaching, including textbooks and websites. Some of these resources are endorsed by Cambridge International Examinations, which means we have quality checked them and judge them to match the syllabus well.
- 5) Example candidate responses (standards booklets); Real candidate answers are shown alongside examiner comments so teachers can see the level of performance needed to achieve each grade.

c. Exam preparation materials

- 1) Past question papers; it publish past papers for each subject. Great for giving learners practice at answering different types of question.
- 2) Examiner reports; Our principal examiners write detailed reports describing learner's overall performance on each part of the question. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.
- 3) Grade thresholds; These show the minimum number of marks learners needed to achieve in order to be awarded a particular grade.
- 4) Mark Schemes; These help teachers understand how marks are awarded for each question and what examiners look for when they mark.³⁴

³⁴ Cambridge International Examinations , *Implementing the Curriculum with Cambridge: a Guide for School Leaders 2014 (pdf file)* (www.cie.uk, accessed Februari 17th 2015 time 13.28 WIB), page. 44-45

C. International Standard School

An international school is a school that already filled all the education standards and enriched with refer on the standard education of one of the Member countries of the Organization for Economic Co-operation and Development (OECD) and/or other developed countries which have certain advantages in the field of education so as to have the competitiveness in the international forum. The essence of the conception of the formulation of such an international school are outlined as follows:

- A. Schools already meet the entire education standards are schools that already carry out standard content, standard process, standard of competency graduates, educators and standards of produce educators, standards and infrastructure, standards management, standards and financing, and the default judgment.
- B. Enriched with educational standard refers to one of the OECD Member States and/or other developed countries which have certain advantages in the field of education can be implemented through two ways, as follow:
 - a. Adaptation, is adjustment of certain elements that already exist in the national standards of education with educational standard refers to one of the OECD Member States and/or other developed countries which have certain advantages in the field of education;
 - b. Adoption, namely the addition of certain elements which do not yet exist in the national standards of education with educational standard refers to one of the OECD Member States and/or other developed countries which have certain advantages in the field of education.

C. Competitiveness in international fora have meaning that students and graduates of International Schools, among others, can:

- a. Continuing education on international education unit, both within and outside the country;
- b. Following the certification of international standard held by one of the Member countries of the OECD and/or other developed countries which have certain advantages in the field of education;
- c. International level medal at competitions in science, math, technology, arts, and sports; and
- d. Work on international institutions and/or other countries.

The quality of each International School is guaranteed with the success of implementing the curriculum thoroughly. The curriculum is a reference in the preparation of the syllabus and the plan of implementation of the learning. The success marked by key performance indicators achievement of at least the following:

- a. Implement a Curriculum unit level education;
- b. Apply the semester credit unit system
- c. Meet the standards of the contents; and
- d. Meet the standards of competence of Graduates.

The school's equivalent of one of the Member countries of the OECD and/or other developed countries which have certain advantages in the field of education, namely an international school abroad that has maintained the relationship as a "sister school". This is in accordance with one of the additional key performance indicators from the object

Management assurance international standard Schools, is in a relationship- "sister school" with an international school abroad.³⁵

D. Mathematics

1. The Nature of Mathematics

In language, the word "Mathematics" comes from the Greek "*mathema*" or perhaps "*mathematikos*" which means things that are learned. Nasoetion States that the math of Greece "*mathein*" or "*manthenein*" which means study. Dutch calling math with *wiskunde*, which means an exact science, while Arabs call math with '*ilmu al-hisab* which means count science.³⁶ Basically, there are properties that are easy to understand on the math. Characteristics of mathematics not owned other knowledge include:

a. An abstraction of the real world

Mathematics is an abstraction of the real world. Abstraction in the language means the process of abstraction. Abstract is not real, antonym of real. Abstract have meaning as an attempt to create the definition with its focus on the common of the various objects and ignore the different properties. Because of math is an abstraction of the real world, so that mathematical objects are abstract, but it is understood its meaning. Look at the image below.



³⁵ Mudarwan, *Panduan Final Kurikulum SBI* (<https://mudarwan.file.wordpress.com/2010/09/panduan-final-kurikulum-sbi.pdf>, diakses 12 Mei 2016 jam 4:21 WIB), page.1-2

³⁶ Abdusysykir, *Ketika Kyai Mengajar Matematika* (Malang: UIN-Malang Press, 2007), page. 5

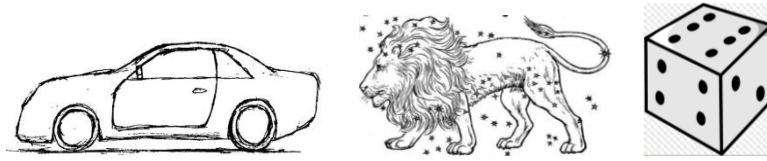


Figure 2.4 Mathematical objects are the number two

The third different objects are car, lion, and dice, but generally they are same by "multitude". So it is said that each object is "two". The word "two" is an abstraction from three different objects that represent the "multitude". The result of abstraction in the form of "two" is actually not real (abstract) and exist only in the mind.

b. Using Symbol Language

To declare the results of the abstraction, required a medium of communication or the language. The language used in mathematics is a language of symbols. To reveal the numbers "two" used the symbol "2". The symbol for the number is called numbers. The using of symbol languages have two advantages, they are: a) simple and universal, and b) has a broad meaning.

c. Following deductive reasoning

Mathematic is deductive. Deductive reasoning is the thinking patterns that are based on truths that are in General already proven true.

2. Mathematics Learning

a. The Principles of Mathematical Learning

Learning mathematics is a form of logic thinking that not just good at counting. Counting can be done with tools like calculators and computer problem solving, but need the logic of thinking and analysis. Therefore, student in learning math should have a correct understanding

and complete compliance with the stages, through a fun way by running mathematical principles.

Math basically teach you logic thinking, based on common sense and reason. However it must be remembered that public nature of mathematics abstract or not real because it consists of symbols. Children especially in the elementary school age (7-11 years), based on Jean Piaget, is at the stage of concrete operations. So the best way learn they are outwardly with the look, feel, and do it with their hands. The concept was taught whenever possible with views, held and played, spoken, and written. The concept was taught whenever possible with views, held and played, spoken, and written.

Learning should begin by lifting situations from everyday life (later simplified in story form), and children are asked to model with the model toys (beams, stick ice cream) or a model image, before eventually making mathematical expressions. This process should be done in both directions so that the result will be optimal.³⁷

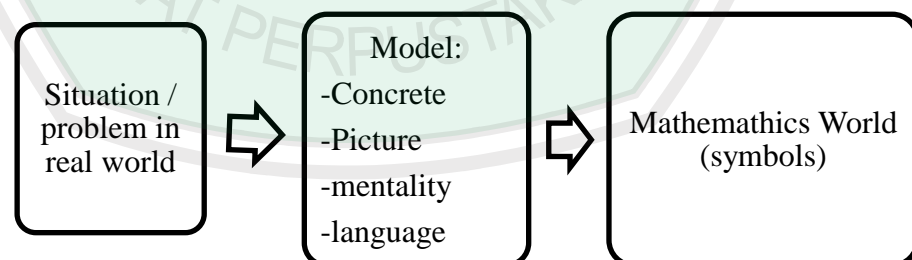


Figure 2.5 Model of concret to abstract

The above stages are in line with the stages postulated by Jerome Bruner, including the stage of enactive, iconic, and symbolic. The

³⁷ Fatimah, *Fun Math: Matematika Asyik dengan Metode Pemodelan* (Bandung: Mizan Pustaka, 2009), page. 8

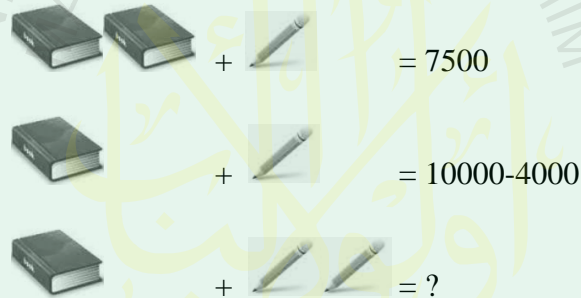
following is an example of how to learn Mathematics appropriate stages described for material systems of linear equations.

- a) Enactive stage (concrete): the problem is presented in the language of the real world.

Ali buys two books and one pencil and pays Rp 7500.00.

Ani buys one book and a pencil. Ani pays Rp 10000.00 and gets cash back Rp 4000.00. If Amir buys two books and two pencils are the same, how many have to pay?

- b) Iconic phase (semi-concrete): the problem is presented in the form of pictures.



- c) The symbolic stage (abstract): the problem is presented in the form of a symbol.

$$2x + y = 7500$$

$$x + y = 10000 - 4000$$

$$2x + y = ?$$

The symbolic stage (abstract): the problem is presented in the form of a symbol.

In conclusion, the study of mathematics need to learn the order of the material. Need to pay attention to the conditions of the material prerequisites for studying a material. Mathematical material should be

interrelated, meaning the next material should be built from the material before it. The understanding would occur if the mathematical material stored in the brain as the units are in touch, not only as separate units. To facilitate the understanding of a material in math, then the material should be realized in concrete form (presented in the form of real-world language), or illustrated in the form of semi concrete (picture) before serving in the language of symbols which are abstract.³⁸

b. Maths Learning Plan of Contextual Learning Model

The purpose of a plan is to ensure you have considered such elements. The detail of the plan depends on numerous factors, such as: experience, subject knowledge of what is being taught, the student. Purpose is a key driver. If the plan is to support the teacher and student, then the plan must make sense to the teacher. Learning plan becomes a shared document and must be in a form that is easily understood. Teacher may feel that assessment and planning take up considerable time. This is probably because the documents produced have shared purposes.

There is an example of a plan by undergraduate student in her final year of training, working at the beginning of the academic year with a year 2 class. Its purpose with two-fold: to support teaching and to give evidence for an external examiner of aspect of the standards that could be readily or fully observed such as the ability to plan and have secure

³⁸ Abdussyakir, Op.Cit., hlm. 17

subject knowledge. Here are some of aspect teacher will need to consider in order to assess student:

- 1) The types of misconceptions students may make.
- 2) The types of questions and discussions at the beginning, during and the end of the lesson to ascertain understanding decide whether any mistakes are misconceptions or errors.³⁹

c. Maths Learning Process of Contextual Learning Model

The learning process is known by several terms that have the semblance of meaning, include: a learning approach, learning strategies, learning methods, learning techniques, tactics of learning and learning models. As will be explained in the following:

1) Learning Approach

Learning approach can be defined as a starting point or point of view toward the learning process, which refers to the view of the occurrence of a process which is still very common, inside hosts, inspire, empower, and melatari learning methods with a particular theoretical coverage. Views of the approach, there are two types of approach to learning: teacher centered approach, namely the approach of learning-oriented or focused on teachers; and student centered approach, that are oriented learning approach or centered to the students.

Teacher centered approach yields many products. This means that the students are said to be managed or standard ketuntasan

³⁹ Sylvia Turner, *Teaching Primary Mathematics* (India: Sage Publication, 2013), page. 137

exceeded when the students mamapu answer and memorized information – the information needed. Like a coin, students only get one side of the coin, namely the sides "know what". Meanwhile, student centered approach produce students who "know what" and the "what". The ability of the students will be more honed at this approach. If likened to a coin, students will get two sides of the coin, is "know what" and "could be anything".⁴⁰

2) Learning Strategy

Learning strategies are derived from the approach to learning. According to Kemp, learning strategy is an activity of learning that has to do by teachers and students so that the learning objectives achieved effectively and efficiently. Furthermore, by citing the thought J.R. David, Vienna Sanjaya mentions that in learning strategies embodied the meaning of planning. It's mean that the strategy basically still the conceptual nature of the decisions to be taken within an implementation study. According to Rowntree, learning strategies can be grouped into the following two parts:

a) Exposition-Discovery Learning

- Exposition learning is learning strategies that tended to use how to explain in detail the material to be studied. In other words, the material is ready to be served, students are likely to be listening and feeling of the presence of such content. Example: the

⁴⁰ Munif Chatib, *Gurunya Manusia: Menjadikan Semua Anak Istimewa dan Semua Anak Juara*, (Bandung: Mizan Pustaka, 2014), page.128

teacher explained how green bean seed growing into a bud, and so on.

- Discovery learning is a learning strategies that tended to ask students to perform observation, eksperimen, or scientific actions to obtain the conclusions of the scientific results of these actions. In other words, the students themselves who are asked to find a theory with a learning experience that has been experienced by students. Example: for a week, the students were asked to plant seed green beans to grow shoots and enlarged, then students are asked to conclude how the growth process occurs.

b) Group-Individual Learning

- Group learning is the learning strategy involving more than one students are divided into groups. Usually with this strategy, students interact with solving the problem given by the teacher.
- Individual learning is a strategy individual learning. Each student was asked to learn by themselves and fix the problem yourself without working with others.

3) Learning Method

If the strategy is "a plan of operation achieving something", then the method used was "a way in achieving something." So, learning methods can be interpreted as a diguankaan way to implement the plan of arrangement in the form of real and practical activities so that learning objectives are achieved. Some of the

learning methods include presentations, discussions, simulations, demonstrations, classification, and parodies.

4) Learning technique

Learning methods spelled out in the form of learning techniques. Thus, the technique of learning can be defined as the way a person does in implementing a method of learning specifically. Suppose that the use of the method of discussion needs to be digunakan different techniques with students between classes are categorized as active and passive belonged to students with class. In this case, the teacher can alternate techniques even in the corridors of the same method.⁴¹

A learning process is realized through the steps of learning. Steps learning concept of mathematics curriculum in Primary school can divided into three large groups, including: the Planting of basic concept (planting concept), understanding the concept, and coaching skills. Indeed the ultimate purpose in learning mathematics in Primary school is so that students are skilled in using a variety of mathematical concepts in everyday life. The following is the exposure on the steps of learning mathematics:⁴²

1) **The planting of basic concept (Planting concept)**, that is a concept of learning basic math, when students have never studied the concept.

We can know this concept of curriculum contents, characterized by

⁴¹ Munif Chatib, *Gurunya Manusia: Menjadikan Semua Anak Istimewa dan Semua Anak Juara*, (Bandung: Mizan Pustaka, 2014), page.128-131

⁴² Heruman, *Model pembelajaran matematika di SD* (Bandung: Remaja Rosdakarya, 2007), page. 2

the words "to know". Learning the basic concepts of the planting is the bridge which should be able to connect the cognitive ability of students with the concepts of new concrete mathematics abstract. In this basic concept of the learning activities, the media or Visual aids is expected to be used to help the student mindset capabilities.

- 2) **Understanding Concept**, is advanced learning of the concept of planting, aiming to let students better understand a mathematical concept. Understanding of the concept consists of two meanings. First, is a continuation of the learning concept of the planting in one meeting. Second, understanding the concept of Learning done at different meetings, but it's still a continuation of planting concept. At the meeting, the cultivation of the concept be considered already presented at previous meetings, in the semester or class before.
- 3) **Coaching Skills**, is A follow-up study of the cultivation of the concept and understanding of concepts. Learning coaching skills aims in order to make students more skilled in using a variety of mathematical concepts. Learning coaching skills aims in order to make students more skilled in using a variety of mathematical concepts. First, is a continuation of the cultivation of the learning concept and understanding of concepts in one meeting. Second, the coaching skills of Learning done at different meetings but still a continuation of planting and the understanding of the concept. At the meeting, planting and understanding the concept of deemed already submitted at previous meetings, the semester or class previously.

d. Evaluation of the Mathematics Learning of Contextual Learning Model (Authentic Assessment)

Evaluation is the assessment of the overall educational program includes assessment and measurement, ranging from program planning, program implementation (including the execution of judgments), as well as the outcomes achieved educational programs. Measurement is the process of applying a measuring tool against an object can goods or symptoms according to certain rules. Measurement (measurement) in the education using the measuring instrument in the form of test or non test. When a teacher gave a test to the learners, then check the test results and the results of his score, the process of declaring certain aspects of the learners exam results in the form of numbers, for example, 10, 9, 8 (in the range of the measurement scale of 0 to 10), that is what is called measurement.

Evaluation (assessment) in education is the process of collecting and processing information to measure achievement of the learning results of learners. Activities gather information as evidence to establish the basis for the occurrence of change and the degree of change that has been achieved as a result of learning to the learners. Assessment decision as pass-don't pass, has reached the standard of minimal competence or mastery yet, expressed in the form of qualitative yangbersifat, such as the excellent, good, sufficient, less, and less. As the decision (judgement) should be supported in his assessment of the evidence as sufficient data

which indicate the achievement of learning outcomes acquired through learner phase measurements.

Thus, it can be concluded that measurement is the initial stage in the assessment process, the assessment is one aspect of the evaluation of education, whereas evaluation is the assessment of the overall educational program.

Authentic assessment is one of the cornerstones in contextual learning. Johnson argued that authentic assessment provides an opportunity for students to show what they have learned during the process of teaching and learning. Authentic assessment is an assessment of learning which refers to a situation or context of "the real world, problems can have more than one kind of breakdown. Authentic assessment to measure, monitor and evaluate all aspects of the results of the study (which is included in the kogmitif domain, affective, and psychomotor), neither of which appears to be the end result of a learning process as well as the form changes and the development of activities and the acquisition of learning during the learning process in the classroom or outside of class.

1) Techniques of Authentic Assesment

Authentic assessment techniques can be done in various ways, including:

- a) Evaluation performance appraisal is conducted by observing the activities of the students in doing something. Such as: acting, public speaking, storytelling, and conduct interviews. Here is a

tool or instrument used to perform the assessment of performance, including:

(1) Check list. Performance assessment can be done by using the check list (yes-no). Penialain performance that uses the check list, learners get value when a specific competence criteria of mastery can be observed by the evaluator has only two absolute options, for example benar-salah, baik-tidak good, can be observed or not can be observed. Thus there is no central values.

(2) The scale of assessments. The performance assessment using the scale of assessments allow appraisers give middle value against the mastery of specific competence, as the giver of the continuum values where the value of the category option more than two. Scale assessment stretching from imperfect to perfect. For example: 1 = poor, 2 =, 3 = quite capable of being able to.

b) The Written Assessment. The assessment is done through the test, in which the question and answers are given to students in the form of writing. In answering the question, learners may also be able to answer in the form of such signals, coloring, drawing, danlain etc. There are two forms of written test question that developed into a tool or instrument here:

(1) Problem with choosing answers

- Multiple choice question

- Make a match question

(2) problem with supply answers

- Reserved stuffing brief or complete
- Reserved limited description
- Objective/non objective description

- c) Assessment project. Assessment of the activity is a task that must be completed within a certain period of time. The task in the form of an investigation from the planning, data gathering, organizing, processing and presenting data. The assessment of the project can be used to find out the comprehension, the ability to apply, the ability of the investigation and the ability to inform certain subjects clearly on learners. This assessment may use the tool/instrument in the form of a check list or the scale of assessments.
- d) Assessment products. It is the assessment of the manufacturing process and the quality of a product. Product assessment include assessment of students ' ability to make technology products and art.
- e) Assessment portfolio. Ongoing assessment is basically assess the student works individually at one period for certain subjects. Based on the development of information, teachers and students themselves can assess the development of students ' ability and also doing repairs.

- f) Self Assessment. Is an assessment technique in which students were asked to judge himself with regard to the status, the process and the level of achievement of the competencies he had learned.

2) Analysis the Use of Assesment Result

a) Identification of learning achievement

In this activity the teacher determine if a learner has experienced ketuntasan learn each indicator in a certain basic competencies. Criteria ketuntasan the learning of each indicator in a basic competencies set between 0%-100%. The determination of the criteria of ketuntasan learning adapted to the conditions of schools, such as the level of ability of the learners, and others. If the value of the learners for the indicator of achievement equal to or greater than the criterion of ketuntasan, it can be dikatakan that the students have.

b) Utilization of Information Research Result

Assessment class generate information achievement of competence of learners who can digunakan among other things:

- Repair (remedial) for learners who have not reached the criteria of ketuntasan learning. Activities may include face-to-face with teachers or given the opportunity to learn by themselves, then the assessment is done by way of answering the question, making a summary of the lesson, or the task of collecting the data. Remedialdiatus time based on agreement between the

learners with the teacher, can be implemented in or outside of the effective.

- Enrichment for learners who achieve the criteria ketuntasan faster than the time provided. Enrichment is done for learners who have mastery of faster than other learners. Learners who Excel both need to get enrichment, in order to develop potential optimally. Enrichment activities include providing additional materials, additional individual tasks or exercises that aim to enrich the potential titles.
 - For teachers, teachers can benefit from the results of the assessment of the programs and activities for the improvement of instruction.
 - For the principal, the assessment results can be used to assess the school's head teacher performance and the level of student success.

c) Reporting the Result of the Study

- Report as public accountability. Progress report on the results of the study the learners created as accountability to parents/students, and the school Committee, community and relevant agencies. The report is a means of communication and cooperation between schools, parents, the community is beneficial, baikbagi learning progress learners as well as the development of the school.

- The form of the report. Progress report on learning to learners in subjects can be presented in quantitative data such as numbers (score) and qualitative data in the form of the meaning of the score. The report should be presented in the form of a more communicative and comprehensive profile or the level of learning progress learners readable and understandable. Thus parents/carers easier to identify competencies that are not yet owned learners, so it can determine the type of assistance required for his son. And students can get to know her strengths and weaknesses and aspects which need to be improved.
- Recap of value. Is a recap of progress learning to learners, that contains information about the achievement of competence of learners for each basic competencies, within one semester. Recap the value necessary as a means of control for teachers on the development of the learning results of students, so that when students require remedial.
- Report. Is a progress report on the learning learners within a semester. Report on achievements of the subjects, contains information on the achievement of defined competencies within unit level education. For model rapot, each school is able to determine its own model rapot desired provided that describe

competency attainment the learners in each subject obtained from the ketuntasan competencies essentially.⁴³



⁴³ Kokom Komalasari, *Pembelajaran Kontekstual: Konsep dan Aplikasi* (Bandung: Refika Aditama, 2010), page. 147-177

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

Research entitled “The Implementation of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri” which aims to examine the conditions of natural objects (naturalistic) as well as the researchers acted as a key instrument, so this research uses qualitative descriptive approach. As presented by Sugiyono, that qualitative research methods is a research method that is used to examine the conditions of natural objects (naturalistic), namely the objects for what they are, are not manipulated by the researchers so that conditions at the time investigators enter the objects, having been in the object, and once out of the object is relatively unchanged. And researchers as a key instrument, techniques of data collection conducted in triangulation (combined), the inductive nature of data analysis, qualitative research results and more emphasis on the meaning of the generalization.⁴⁴

Approach of this research aims to understand the phenomenon of what is experienced by the subject for example behaviors, perceptions, motivations, actions, and so forth are holistic, and by means of the description in the form of words and language, in a special natural context and by utilizing various methods of natural.⁴⁵

⁴⁴ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2008), page. 1

⁴⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif (Edisi Revisi)*, (Bandung: Remaja Rosdakarya, 2007), page. 6

As for the type of research used researchers is the kind of case study research. Case study is an empirical inquiry investigate phenomena within the context of real life, where the boundaries between phenomenon and context does not seem firmly and where multi source utilized.⁴⁶

Robert Yin also added that:

The case study described as a funnel that is wide at the front and lower in the back, getting into the more focused to reveal the meaning of background and always oriented to the why and how an event that happened.⁴⁷

Based on Robert Yin above, because this research focused to reveal a fact-oriented question "why" and "what", then this research includes research that uses a case study approach.

B. Attendance of Research

In this study, the researcher is obliged to be present on the field because the researcher is the main research instrument which should present itself directly in the field to collect data. In entering the field of researchers must be careful, especially against key information in order to create an atmosphere that supports success in data collection. Researchers should be aware that he is the Planner, implementing data collection, data interpreter and analyst, ultimately he became Rapporteur the results of his research.⁴⁸

Qualitative researchers when acting as instruments of the research should be able to be responsive to the environment and to the individuals who created the environment, can adjust themselves against circumstances and

⁴⁶ Robert K. Yin, *Studi Kasus Desain dan Metode*, terj., M. Djauzi Mudzakir (Jakarta: Raja Grafindo Persada, 2006), page. 18

⁴⁷ Muhammad Suwignyo Prayogo, *Kompetensi Pedagogik Guru Sains pada Rintisan Sekolah Dasar Bertaraf Internasional(RSD-BI) di Kota Malang*, Tesis, Sekolah Pascasarjana, 2012, page. 119

⁴⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif (Edisi Revisi)*, (Bandung: Remaja Rosdakarya), page. 168

situation data collection, emphasizing the integrity of research, based upon the expansion of knowledge, is able to process the data as soon as possible, taking advantage of the opportunity to clarify and summarizes as well as being able to utilize the opportunity to find an uncommon response.⁴⁹ In this study the role of the researcher in the study was participant as an observer. The role of the researcher as an observer in this case is not fully as participant but do function observation. Researcher as a member of mock, so not fused in it really means. The role of such still restrict the subject of the submit and provide information especially confidential.⁵⁰

This research will be carried out as good as possible, be selective, cautious and conscientious in doing data collection in accordance with the reality in the field. The data certainly associated with implementation of Cambridge curriculum on mathematical learning grade III di Primary Islamic International School Pesantren Sabilil Muttaqien Kediri, so that the data collected is the data really relevant and secure their validity.

C. Setting of The Research

The research was held at the Institute of primary education, namely Primary Islamic International Pesantren Sabilil Muttaqien Kediri in Madura street number 10, Gringing, Grogol, Kediri Regency. This location is the right location for research about the implementation of Cambridge curriculum in mathematical learning grade III. Although the school was classified as a private school, but the school did not lose quality with other basic education. Primary School Of Islamic International School Pesantren Sabilil Muttaqien Kediri

⁴⁹ *Ibid.*, page.169

⁵⁰ *Ibid.*, page.177

(IIS-PSM) is an international-standard Islamic primary school based on Dahlan Iskan's idea who was adopted from madrasah Al-Irsyad Al-Islamiyah Singapore or commonly referred to as the sister school of madrasah Al-Irsyad Al-Islamiyah Singapore that blends the national curriculum with an international curriculum in the lesson. Thus, text books, work books and student evaluation system using reference from Singapore, as well as his teachers had certified Cambridge International Certificate for Teachers and Trainers (CICTT) so that is already trusted and worthy in the use of learning based on Cambridge curriculum.

D. Data and Data Source

The data required is divided into two types of data, such as: the first data is words and actions of people who observed or interviewed, also by records or recording tapes, video/audio tape, and taking of photographs or film.⁵¹ The second data are written sources. It is including Rule of Primary IIS-PSM Grogol Kediri, learning plan maths primary 3, learning evaluation primary 3, institution data of Primary IIS-PSM Grogol Kediri with regard to the implementation of mathematics learning with the Cambridge curriculum program. The data is written data, like result of interviews, documents the results of the learning activities in the classroom, to the activities of students at the school relating to mathematics. As for the research data that were not written, such as the daily activities of students in mathematical teaching and learning activities, learning models that do teachers, and so on. This data can be retrieved via the data source, including the following:

⁵¹ *Ibid*, page. 157

1. The headmaster of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri
2. The deputy headmaster of curriculum of Primary Islamic International School Pesantren Sabilil Muttaqien Kediri
3. Mathematical teacher grade III Primary Islamic International School Pesantren Sabilil Muttaqien Kediri
4. Student of grade III SD Islamic International School Pesantren Sabilil Muttaqien Kediri

E. Data Collection

There are several data collection techniques used in this study, researchers included: depth interview techniques, observation techniques, and technical documentation. It is intended to find out directly and in depth why and how the Cambridge curriculum is applied to learning mathematics particularly in grade III Primary Islamic International School Pesantren Sabillil Muttaqien Kediri. With translation as follows:

1. Depth Interview

The interview is a form of communication between two people, involves a person who wishes to obtain information from one another by asking those questions, based on specific objectives. In this study, researchers used the in-depth interview techniques. This technique is both flexible and aims to acquire certain forms of information from all respondents, but phrasing and order tailored to the characteristics of each of the respondents including socio-cultural characteristics. By their very nature are not structured and open-ended, allowing respondents to define

themselves and their surroundings, to use their own terms regarding the phenomenon is examined, not only to answer questions, and provide comments which actually is the answers to other interview in guidelines.⁵²

Information collected through interview techniques through several stages, namely: a) determined the informant who will be interviewed by one of the techniques of determining the sample, b) interview preparation by setting the outlines of questions to obtain the data. Departing from the focus of the interview guide as a cover term which further developed into some of the included terms as the guidance interview. c) setting the time and hold negotiations with the informant, d) conduct interviews and during the interview process progresses or during research underway researchers are trying to maintain a reasonable relationship so that the information will be retrieved will be objective, e) end the interview immediately and copy it in the transcript of the interview.⁵³

Interview techniques were used to obtain datas:

- a. Data Source: The Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The first interview activities addressed to Kepala SD/TK Islamic International School Pesantren Sabilil Muttaqien Kediri named Budi Setyo Margono, S.Pi. The activities of this interview was done three times, among others: pra research on Friday October 10, 2016 at 10.14 am until 10.34 am, the first research interview held on Wednesday 30

⁵² Deddy Mulyana, *Metodologi penelitian Kualiatatif* (Bandung: Remaja Rosdakarya, 2004), page.180-185

⁵³ Muhammad Suwignyo Prayogo, *Kompetensi Pedagogik Guru Sains pada Rintisan Sekolah Dasar Bertaraf Internasional(RSD-BI) di Kota Malang*, Tesis, Sekolah Pascasarjana, 2012, page. 124

March 2016 at 09:15 am – 10.05 am and the second research interviews carried out on Monday March 23, 2016 at 10.50 am-11.17 am. The interview was held in multimedia room IIS-Kediri and PSM IIS-PSM Kediri.

The activities of this interview produces the following data: a) environmental conditions of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri associated with curriculum applied, b) follow-up Activities Dahlan built IIS PSM-c) curriculum related school development goals developed, d) Cambridge curriculum applied background in IIS PSM-Kediri, e) Integrating curriculum applied, f) the purpose of the application of the Cambridge curriculum IIS PSM-Kediri , g) advantages and disadvantages of curriculum of Cambridge, h) characteristic of the application of the Cambridge curriculum IIS PSM-Kediri, i) final project evaluation, j) Form a liaison of teachers and parents, j) criteria for teachers and students-IIS PSM Kediri, k) the Cambridge curriculum development Activities.

- b. Sumber Data : Vice Principal of the curriculum of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The second interview activities addressed to the Deputy Head of the curriculum of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri named Yoyok Amiruddin, M.Pd.I. The activities of this interview was done three times, among others: pra research on Friday on May 16, 2015 at 01.47 pm, first research interview held on Wednesday, March 30 2016 at 11.15 am – 12.15 pm and the

second research interviews carried out on Monday, March 23, 2016 at 10.15 am - 10.45 am. The interview was held in multimedia room IIS-Kediri and living room IIS-PSM Kediri.

The activities of this interview produces the following data: a) environmental conditions of Primary IIS-PSM Grogol Kediri associated with curriculum applied, b) follow-up Activities Dahlan built IIS PSM-c) curriculum related school development goals developed, d) Cambridge curriculum applied background in IIS PSM-Kediri, e) Integrating curriculum applied, d) Curriculum implementation monitoring process of Cambridge, e) the purpose of the application of the Cambridge curriculum, f) advantages and disadvantages of Cambridge, g) curriculum Strategies curriculum deficiency follow-up to Cambridge, h) step process of planning, implementation, and development of curriculum in the schools of learning at Cambridge; especially in the subjects of mathematics, e) factor endowments and a barrier in implementing curriculum Cambridge, f) results to be achieved in the implementation of the curriculum of Cambridge; especially in the subjects of mathematics.

c. Data Source : Maths Teacher Primary 3 Ibnu Rusd Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The third interview activities addressed to Maths Teacher Primary 3 Ibnu Rusd Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri Ninik Ria Herawati, s. Pd. Activities of this interview was done as much of the time, among other things: pre-

research on Friday on October 30, 2015 at 10.15 am, and research on Wednesday/March 30, 2016/10.20 am – 11.00 am, Thursday/April 07, 2016/12.10 am – 01.00 am , Tuesday, April 19, 2016//08.00 am – 08.32 am, Wednesday/April 20, 2016/11.05 am – 11.13 am, Thursday/April 21, 2016/12.00 am - 00.10 pm, May 24, 2016/08.45 am – 10.00 am.

This interview activities generate data as follows: the concept of learning mathematics with the program in the curriculum content of Cambridge, studied students in learning mathematics, strategies and models of learning math, learning math variations are used, include the media, strengthening, and others, activities supporting the learning of mathematics, mathematical planning prior to student teaching, evaluation of learning mathematics, form factor endowments and a barrier in implementing the activities of the learning of mathematics.

- d. Data Source: Students Primary 3 Ibnu Rusd Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The fourth interview activities directed to students Primary 3 Ibnu Rusd Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri a number of 4 students with the name Nafisa, Fatma, Yana and Ila. The activities of this interview was done twice, among others: Thursday/April 07, 2016/12.00 am – 00.10 pm, and Tuesday/May 24, 2016/10.00 am-10.30 am is set in Primary 3 Ibnu Rusd room Primary IIS-PSM Kediri.

This interview activities generate data as follows: student opinions about how to teach mathematics teacher, ketercapaian students

in learning mathematics, factor endowments and a barrier to ever experienced students for learning math, learning math on student expectations next.

2. Observation

Observation data collecting tool was second only to the right interview used because we can participate directly in the process of learning by using the Cambridge curriculum is combined with the national curriculum so that we really know the application of mathematics to the study of the Cambridge curriculum. This technique is done by holding observation carefully either directly or indirectly against various activities of students in the school environment and outside the school environment.

In this study, researchers use observational techniques pemeranserta as an observer. The role of the researcher as an observer in this case not as sepenuhnya as well but doing the functions of observation. Researcher as a member of mock, so not fused in it really means.⁵⁴ Yet researchers do observations directly towards the teaching and learning activities (KBM) in class without disrupting the learning process.

Based on the stages, there are several stages of committed researchers when making observations in the classroom environment or when the process of implementation of the learning activities take place, including the following: 1) initially the researchers saw only and rather to sure really acceptable, 2) Researchers begin to involve themselves to fairness really chick comes to follow the process of teaching and learning

⁵⁴ Lexy J. Moleong, op.cit., page.177

activities in the classroom, with teachers and students, 3) researchers must keep.⁵⁵

The use of this technique memungkinkan researchers to obtain data as follows 1) application of mathematics to the study of the Cambridge curriculum is specifically in the class 3, 2) difference in the use of learning mathematics with the Cambridge curriculum in General, 3) the efforts of schools and teachers in improving the quality of teacher competency 4) other activities that support the learning of mathematics.

As for the observation guidelines are as follows:

a. Focus of observation: the implementation of Learning Mathematics

Primary 3 Ibnu Rusd

b. Data :

1) Preparation before Learning: learning resources Prepare, prepare, prepare the learning media IPO, action plan, the scheme of work, the weekly lesson plan.

2) Implementation Learning:

a) Introduction (using English as the language of instruction, prepare students psychologically and physically before the learning process, asking questions of knowledge related to the material to be learned, create a relationship between the relevant aspects, explains the basic competencies or learning objectives that will be achieved

b) Middle (using a variety of learning approaches, explaining with a clear language, the explanation associated with KD/indicator, using

⁵⁵ Muhammad Suwignyo Prayogo, *Kompetensi Pedagogik Guru Sains pada Rintisan Sekolah Dasar Bertaraf Internasional(RSD-BI) di Kota Malang*, Tesis, Sekolah Pascasarjana, 2012, page. 125

illustrations/examples are clear and concrete, explanations are Concrete to Abstract, using variations of the sound, facial movements and explain, use a variety of media and teaching aids, gives the opportunity to students, the FAQ uses a variation of the reinforcement, providing emphasis on the details are important, engaging students actively in the learning activities , use a variety of teaching-learning activities).

c) End (review the learning with the core and make a ringkasan explain together students, conduct an assessment or reflection of what's been implemented, provide feedback on the process and learning outcomes).

c) Learning Evaluation

1) Plan follow-up activities in the form of remedial learning, enrichment programs, etc.

2) Deliver learning plan at the next meeting.

3) Time of observation: Observation Pra-research starting May 16, 2015 01.00 pm and May 30, 2015 at 09.00 am and depth observations began on April 7, 2016 11.00am-12.00am, April 19, 2016 at 07.00 am -08.00 am, April 20, 2016 at 10:00 am - 11:00 am, April 21, 2016 11.00 am - 12.00 am, May 21 2016 07.40 am - 09.00 am.

4) Setting of Observation: Primary Islamic International School PSM Grogol Kediri, especially at Primary 3 Ibnu Rusd classroom and IIS-PSM Kediri schoolyard.

- 5) People involved: mathematics teacher IIS PSM-Kediri, P3, P1-P4 students

c. Documentation Study

Study documentation is one method of collecting qualitative data by viewing or analyzing the documents created by the subject himself or someone else. Study documentation is one method of collecting qualitative data by viewing or analyzing the documents created by the subject himself or someone else through a written media and other documents written or created directly by the subject in question.⁵⁶

As for some of the required documents, including:

- 1) Curriculum and Learning Document
 - a) Timetable
 - b) Learning desain (School Mastery, Scheme of Work, Table of Specification, Action Plan, Lesson Plan, Research Analyze, Semester Assesment)
 - c) Student learning evaluation archive (archive of student grades and Ratings)
 - d) Administration teacher teaching primarily teachers of mathematics class III
 - e) Workbook photo, textbook of My Pals
 - f) Institute achievements on academic or non-academic
- 2) School Data (institution)
 - a) Formulation of the vision and mission of the institution)

⁵⁶ Haris Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu-ilmu sosial*, (Jakarta: salemba Humanika, 2010), page. 143

- b) Motto and slogan of the institution
- c) International curriculum and school curriculum used, as well as the results of the curriculum that is already developed.
- d) Principal policies, especially in terms of developing the competencies of teachers of mathematics as well as the development of the quality of learning mathematics
- e) Policy agencies in improving the quality of institutions, especially in developing international standard schools.
- f) Certificates CICTT one of teacher IIS-PSM Kediri
- g) Others related to the focus of the research

F. Data Analyze

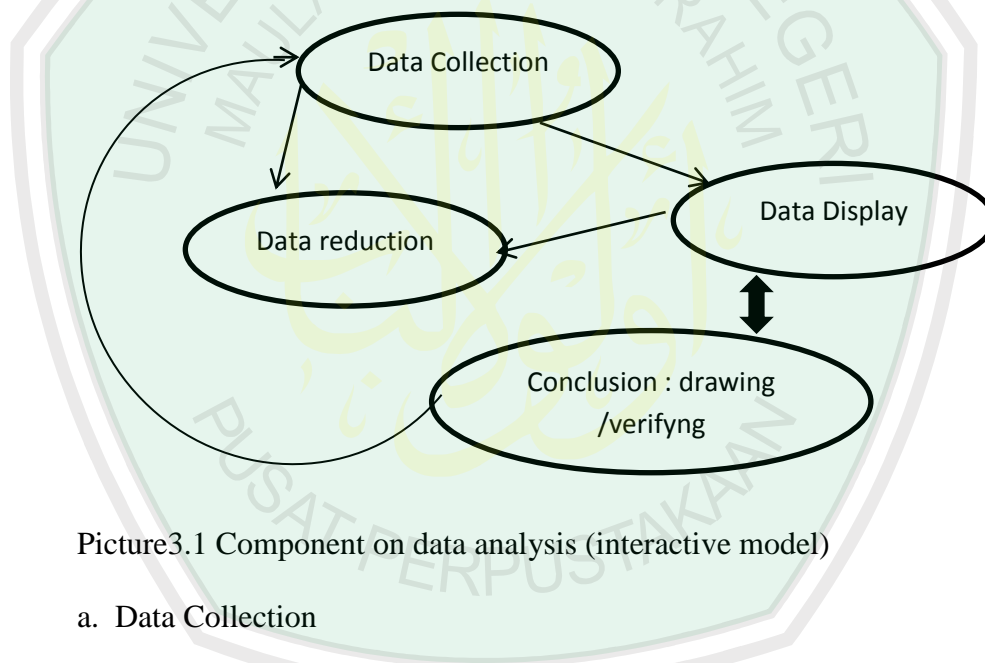
Data analysis in this research done since before entering the field, while in the field, and when you've finished in the field. According to Bogdan, data analysis is the process of finding and compiling systematic data obtained from field notes, interviews, and other materials, so that it can be easily understood, and his findings can be communicated to others.

The following are the exposure data analysis being done of the researchers:

1. Analyze before on field: Researchers conducting the data analysis before researchers entering the field. The analysis is performed against the data preliminary study results, or secondary data that will be used in determining the focus of the research. But the focus of this research is still temporary, and will be developed after incoming and researchers during the research

location which set in Primary Islamic International School Pesantren Sabilul Muttaqien Kediri.

2. Analysis on field Model Miles and Huberman: Data analysis performed while data collection in progress and upon completion of data collection within a certain period. At the time of the interview, the researchers have conducted an analysis of the answers that were interviewed. Miles and Huberman (1984), suggested that activity in the analysis of qualitative data is done interactively and lasted continuously until it has been completed, so the data is already saturated. Here are the steps of data analysis:



Picture3.1 Component on data analysis (interactive model)

a. Data Collection

This stage contains about a series of data collection process had begun when initial research through interviews, observation and documentation studies.

b. Data Reduction

This stage of the process of merging and made all forms of data acquired into one form of writing (the script) which analyzed. Reduction

of data means to encapsulate, choosing things, focus on things that are important, look for themes and pattern as well as categorize based on the similarity of the data in accordance with the focus of the research. The data is not important is illustrated in the form of symbols for example: %, #, @, and so on, discarded because it is not considered essential for researchers. Thus the data that has been reduced would provide a clearer picture and ease the researchers to perform further data collection and seek it when needed.

c. Data Display

This stage contains about half the data processing so that already in uniform shapes and already had a clear theme into a matrix of appropriate categorization of the themes that are already grouped and categorized, and will break down these themes into a more concrete form and simple called sub themes which ends with awarding of the theme codes correspond to the verbatim interviews or observation which is already done.

d. Conclusion Drawing/Verification

The next step, namely the verification conclusion and withdrawal. Preliminary conclusions expressed are still temporary and will change when not found strong evidence that support at the stage of data collection. But if the conclusions put forward in the early stages, support by the evidence of a valid and consistent when researchers returned to the field collected data, then the conclusions put forward a credible conclusion is.

There are three stages in the stage/verification conclusions: first, outlining the sub categorization and categorization table themes in the encoding are accompanied by the quote verbatim interview. Second, explain the results of the research findings by answering questions based on aspect/component research/factor/dimensions of the central phenomenon research. Third, make the conclusion of these findings by providing explanations of the answers proposed research. When the three stages have been completed, it is indicated that in the analysis of qualitative data, the research conducted has been completed and we have the results or answer from our research statement.

3. Analysis after field : After getting research findings, as soon as possible the data analyzed is back.

G. Data Validity

A research findings can be considered valid, and can be accounted for the truth when the results of the study already through the stages of checking the validity of the findings. At the stage of checking the validity of these findings, the researchers tested the credibility, dependability, and conformability with the aim of proving the extent to which research data obtained contains the truth, so that such data can be accounted for righteousness. Here are the stages in the checking of the validity of the findings:

1. Credibility Test.

- a. Improve the persistence, in this case the researcher doing the observations in a more careful and continuous data assurance and

sequence of events will be recorded in a systematic and. Improve persistence like we check out their problems or papers that have been worked on, there is nothing wrong or not. With increasing persistence, researchers can perform checking again whether the data has been found it is wrong or not as well as researchers can provide accurate data description and systematic of what is observed.

b. Triangulation of data, done checking of data from many different sources in many different ways and different time. Data triangulation stages including the following:

1) Triangulation of source : researchers tested the credibility of the data by the way check the data that has been obtained through several sources.

2) Triangulation of technique : Researchers tested the credibility of the data by means of checking the data to the same source with different techniques. If the data are different, the researchers will conduct further discussion to the corresponding data source or to another to ensure that the data which is considered correct.

3) Triangulation of time : Researchers tested the credibility of the data by the way checked with interviews, observations, or other techniques in time or different situations.

c. Holding member-check, which is the process of checking the data obtained to the giver of the researcher's data. Researchers carry out member-check after a period of data collection is completed, or after getting a findings or conclusions.

2. Dependability Test

At this stage of the audit is done to the overall process of research by an independent auditor to audit supervisor or overall activities of researchers in conducting research. On this research will be done dependability test to Dr. Muhammad Walid, M.A as the supervising lecturer on this research.

3. Conformability Test

At this stage, researchers are testing the results associated with the research process. When the research process is a function of the research that is done, then the research meets the standards conformability.

H. Research Procedures

This research procedure consists of three stages, including the stage of pre-production work phase of the field, the field, and the data analysis phase.⁵⁷ At the stage of pre-field, first thing to do is draw up a draft of the researchers of the study. Second, choose the field of research. In this study, researchers chose Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri in Madura Road No.10, Gringging, Grogol, Kediri Regency as a field of research that is appropriate for the research on the implementation of the curriculum in mathematics learning Cambridge class III. Third, take care of permissions. In this case, the researcher asking permissions beforehand to the schools concerned are willing to be the object of research. Fourthly, exploring and assessing field. Researchers trying to get to know all the elements of the social environment as well as get an overview about data precisely on the

⁵⁷ Lexy J. Moleong, *Metodologi Penelitian Kualitatif (Edisi Revisi)* (Bandung: Remaja Rosdakarya), page. 127

background research. Fifth, to select and utilize informants. Sixth, setting up a research equipment.

After these steps are done, the next step is field work phase. This stage is divided into three parts, namely a) understand the background research. In this section, researchers need to prepare himself, understands the background research, customize the appearance of the researcher with the habits, customs, and culture background research as well as knowing the time restrictions while doing research. b) enter the field. Researchers need to build familiarity with the subject of research relationships, learn the language and find out the role of the researcher at the time in the field. c) participate while collecting data.

The next stage is the stage of data analysis. At this stage done 3 stages again, include: an analysis of prior in the field, on the field during the analysis models, Miles and Hubberman and analysis once in the field.

In addition to these three core stages above, there is also one of the last stages, is checking the validity of the findings. A research findings can be considered valid, and can be accounted for the truth when the results of the study already through the stages of checking the validity of the findings. At the stage of checking the validity of these findings, the researchers tested the credibility, depentability, and confirmability.

CHAPTER IV

EXPOSURE DATA

A. Description of the Research Object

1. Background of The School Establishment

Pesantren Sabilil Muttaqien Foundation (YPSM) is a social foundation which organizing the education under Kementrian Agama (The Ministry of Religious) and Kementrian Pendidikan dan Kebudayaan (The Ministry of Education and Culture). In order to participate actively in the Government to get involved the intellectual life of the nation and improving the quality of human resources, the Foundation of the Pesantren Sabilil Muttaqien (YPSM) feel participate responsible to conduct formal education and integrated with international standard payload of Islam, so the terwujudlah Islamic International School boarding school Sabilil Muttaqien (IIS-PSM). Islamic International School boarding school Sabilil Muttaqien built a prototype is already running schools in the city of Magetan since 2008. Furthermore, the IIS-this PSM will be developed in other schools that are under the Foundation's Boarding Sabilil Muttaqien (YPSM) in other cities. And as the first expansion steps in the new academic year 2012/2013, the Foundation of the Pesantren Sabilil Muttaqien (YPSM) opened a branch in the District of Kediri.

The opening of the branch in Kediri, based on the experience of the Foundation when uploading videos on youtube school. There are a lot of parents outside of Kediri who inquired about Secondary boarding School.

The Foundation suggested to choose a school in Magetan, but desired is that in Kediri. Meanwhile, Kediri and Jombang (city near Kediri) is famous as santri city (the city of the students boarding schools). There were many boarding schools and Islamic schools there. Grogol Subdistrict head of the Pack at the time visited by the Foundation said that in future he would later make the Grogol subdistrict as a small town that makes the education as the main icon in each village. In the near future that, he developed the Vocational High School state near the school as well as for several years to come will be built a branch of a State University that is in the city of Malang.

Human resources in Kediri is also very nice. We can get a qualified teacher with ease in the Regency Kediri that kecamatan Pare are famous for their English Hometown. Then the Salt Cellar, as one of Indonesia's largest companies are also located in Kediri will build a Golf course on the slopes of Wilis Mountain who is just 4 KM from the location of the IIS-PSM Kediri. Kediri Regency Government is also planning to build an airport in the future. So the prospective location is known for the development of IIS-PSM.⁵⁸

2. Vision, Mission, Goals, Philosophy and Motto of School

a. School Vission

Provide education for Indonesian young generation with Islamic an National Value in global perspective.

⁵⁸ School document, *File projection of enrolment for Kediri 2013-2018*, TK/SD IIS-PSM Kediri, page. 1-3

b. School Mission

- 1) Embody the school's national and International standard.
- 2) Familiarize the use of Indonesian language, English, Arabic as a working language (introduction).
- 3) Encourage creativity and activities optimally to all components of the school mainly students.
- 4) Optimize learning in order to improve the skills of students in their efforts to have achievements that can be proud of.
- 5) Carry out learning and guidance effectively so that the intelligence of the students continue to be honed in order for the creation of intellectual and emotional intelligence.
- 6) Sensitive to development and progress of knowledge and technology.
Carry out learning and guidance effectively so that intelligence

c. Goals:

- 1) hosts the international standard education that Islamists
- 2) Provide referrals to be made by the school to be able to meet the international standard of education which the Islamists
- 3) Provide coaching to achieve international standard school
- 4) Collaborate with the Madrasa Irsyad Zuhri Islamiah Singapore as a sister school to get guidance in the field of school curriculum international Islamists.
- 5) Became the model of international-standard school of Islam in Indonesia.

d. School Philosophy

“Our Student is Our Own Children”

e. School Motto

“Strength and Honour”

3. School Profile

a. School Name : Islamic International School PSM

Kediri

b. School Statistic Number dan NPSN : 69831483

c. School Address : 10th Madura Rd., Gringing,
Grogol, Kediri-Indonesia

d. Telepon/Fax : (0354) 773715

e. WEB/E-mail : iis.kediri@gmail.com

f. School Status : Private

g. School Accreditation : -

h. land, and the number of learning groups : 4.390 m², 4 rombel

i. classrooms already based on IT: 4 class

j. Private School Special:

1) Name of Foundation : Pesantren Sabilil Muttaqien (PSM)

2) No. SK Building : 064/C/YPI.PSM/VI/2013

3) Foundation Address : Jl. Raya Takeran Kec.Takeran Magetan

4) Head of Foundation Name : Ir. H. Mir'atul Mukminin, M.M

4. The Structure of Contractor Body of IIS-PSM Kediri

Table 4.1 The Structure of Body Builder IIS-PSM Kediri

No	The Name Of The Person/Institution	Profession/Position	The position in Islamic Internasional School
1	Prof. Dr. (H.C.) Dahlan Iskan	Minister Of State BUMN Republic of Indonesia	Founder
2	Ir. H. Misbahul Huda	President Director Temprina Jawa Pos Group	Head of Board Islamic International School
3	Dr. Ir. Zaim Uchrowi, MDM	President Director Balai Pustaka Jakarta	Advisor International Curriculum
4	Ir. Ira Puspa Dewi, MDM	Advisor of TEMASEK Foundation Singapore	Board Islamic International school
5	Ir. H. Mir'atul Mukminin, MM	Comisaris PT Haseba Jakarta	Ketua Majelis Pimpinan Pusat Pesantren Sabilil Muttaqien Takeran
6	KH. Syaifudien Zuhri	Member of DPRD Kediri	Ketua Majelis Pimpinan Daerah Pesantren Sabilil Muttaqien Kediri
7	Gatot Herianto	Member of Team Pengacara Indonesia	Advisor Manajemen sekolah
8	Roger Soepharnoe, MM	General Secretary of PSM Indonesia Raya	Advisor at Transportation Management
9	Al Irsyad Singapore	Madrasah Irsyad Zuhri Al-Islamiah Singapore	Education Consultant

5. Regular Curriculum Subject

- | | |
|-------------------------------|--------------------------------|
| a. Islamic Studic | e. Science |
| b. Pendidikan Kewarganegaraan | f. Social Students |
| c. Indonesian Language | g. Physical education |
| d. Mathematics | h. Art, Culture and Handicraft |

6. Local Content Subject

- a. English
- b. Javanese Islamic

7. Curriculum Subject

- a. Arabic
- b. Al-Qur'an
- c. Tahfidz Quran
- d. Hafalan Asmaul Husna
- e. Reading Dua
- f. Islamic Studies
- g. Qur'anic Studies

6. Learning Time

- a. Monday-Friday : 07.00-15.00
- b. Saturday : Extracurricular
- c. Monday : Holiday

8. School Event

- a. Science Day
- b. Earth Day
- c. Mukhoyyam
- d. Family Gathering
- e. Outbond and Fun Game
- f. Javanese Day
- g. Parenting
- h. Market Day
- i. Sparkling IIS
- j. Charity Event
- k. Mothers Day
- l. English Day
- m. Arabic Day
- n. IIS Got Talent
- o. Outing Program
- p. Rihlah Ta'alumiyah
- q. Parent Support Group
- r. Qur'an Ummi Method

B. Research Findings

1. Concept of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The Cambridge curriculum is a curriculum using a reference from the University of Cambridge where the methods used to engage students more active because it refers to a student centered. The lesson that was worked using a full english, but due to his students is mothertongue language indonesia, then the specified percentage of the mastery of english will increase every students rise to the next level. As the explanation of Ninik Ria Herawati, S.Pd as the Primary 3 mathematics teacher IIS PSM-Grogol, Kediri:

Kurikulum Cambridge itu adalah kurikulum yang memakai acuan dari Cambridge. Kurikulum ini menggunakan metode dari Cambridge. Kurikulum yang mengajak siswa itu lebih aktif karena mengacu pada student centered. Penggunaan bahasanya pun Englishnya lebih full, karena ini Negara Indonesia ya, jadi penguasaan bahasa Inggrisnya masih sedikit sulit. Itu ada persentasenya. Semakin naik gradenya persentase Englishnya pun semakin tinggi.⁵⁹

The cambridge curriculum concept above, it will be explained further in the four sub chapters below and is focused on the learning of mathematics. The concept was elaborated according to the components of the curriculum consists of goal components, content components, process components and evaluation components. As the following:

⁵⁹ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 10.20 am – 11.00 am

a. Components of Goal

1) Institutional Goals

The goal of the Cambridge curriculum applied in accordance with the teachings of Islam, namely providing education in accordance with his age, as expressed by Ninik Ria Herawati, S.Pd as a Primary 3 Mathematics teacher at the time when the interview took place. In this era of globalization, an awful lot of information from outside the entrance so as educators have to prepare the next generation of children of the nation going forward. As indicated in the following statement:

Tentunya pendidikan itu sesuai dengan agama Islam ya, kita harus memberikan pendidikan itu sesuai dengan zamannya. Sedangkan sekarang ini zamannya sudah mulai globalisasi, kemudian banyak sekali dari luar informasi yang masuk sehingga kita harus menyiapkan anak-anak kita kedepannya, jadi kita memutuskan untuk menggunakan Cambridge.⁶⁰

Ninik Ria Herawati, S. Pd adds that the application of the Cambridge Curriculum aims to provide appropriate education of his day is realized through information technology capability that is taught to students as early as possible. It was estimated the technology would be more advanced and modern in the 21st century, so that students will be prepared to face the era of progress. The ability of information technology was in the form of expertise in video processing, cut songs, operate Microsoft word, Microsoft excel, corel and photoshop for students who have already

⁶⁰ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 10.20 am – 11.00 am

reached the fourth level. As the statement submitted at the interview on 24 may 2016 is:

Kita mempersiapkan anak-anak ke generasi abad 21 dengan memberikan pendidikan yang mengacu pada pendidikan internasional. Diperkirakan di abad 21 nanti teknologinya lebih maju lebih modern yang mungkin tidak sama dengan teknologi kita saat ini. Jadi kita mempersiapkan anak-anak itu sesuai dengan zamannya. Jadi mereka tidak akan kesulitan lagi dengan teknologi, dengan pembelajaran, dengan internet, itu mereka udah diajari mulai dari sekarang. Yang P4 itu mereka sudah mempelajari memproses video, meng-cut lagu, nah itu mereka sudah mempelajari. Itu kan biasanya pelajaran untuk anak SMP, tapi di sini anak kelas 4 udah diajarkan. Mereka juga udah belajar corel, excel, photoshop, nah itu mereka memang disiapkan untuk siap menghadapi abad 21. Sesuai dengan Islam juga, kan ada sebuah hadits mengatakan didiklah anakmu sesuai dengan zamanmu.⁶¹

Students are also provided with a capital of english. Language is the means of communication used in everyday life, so that later the students will get used and good at speaking in United Kingdom. In addition the child also provided Arabic because the adage says if you want to rule the world then kuasailah in two languages, namely English and Arabic. As the statement of the Vice Principal of Curriculum follows:

Sehingga modal utama adalah bahasa Inggris, karena bahasa adalah keseharian yang dipakai sehari-hari, sehingga nantinya ketika dewasa sudah pandai. Karena pepatah mengatakan kalau ingin menguasai dunia maka kuasailah dua bahasa yaitu bahasa inggris dan bahasa arab. Jadi disini

⁶¹ Intervied with Ninik Ria Herawati, mathematics teacher grade 3 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 24, 2016 hour 08.45 am – 10.00 am

secara fondasi anak dibekali bahasa arab dan bahasa Inggris.⁶²

Yoyok Amirudin, M. Pd. I adds that by implementing curricula Cambridge, students who graduate from this school will get a certificate Cambridge IGCSE. This certificate is very helpful when students will go on to College, especially overseas. As the following statements:

Jadi anak-anak termonitor dari pihak Cambridge karena dimanapun nanti kalau dewasa kuliah, pasti mempunyai sertifikat Cambridge dan sebagainya, nantinya kita juga mengarah kesana namanya IGCSE. Jadi anak bisa kuliah di luar negeri. Jadi itulah kelebihan dari pembelajaran Cambridge sejak dini.⁶³

Application of the Cambridge curriculum aims to provide education in accordance with his time. As educators should be able to prepare the children of the next generation of the nation in the future by giving the primary capital in the form of the ability of information technology and English. So that students are ready to face the 21st century with advanced technology and modern. By implementing Cambridge curriculum, students who graduate from this school will get a certificate Cambridge IGCSE which is very helpful when students will go on to College, especially in foreign countries.

2) Curricular Goals

⁶² Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 11.15 WIB – 12.15 WIB

⁶³ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 11.15 WIB – 12.15 WIB

The objectives to be achieved from the implementation of the Cambridge curriculum on mathematics learning is to give an understanding of the basic concepts of mathematics learning through “concret to abstract” by the teaching practices and activities with material ranging from the basics. Students are able to infer the intent of his own learning and discovering and learning from the experience of formula. The following explanation of the mathematics teacher of class 3 IIS PSM-Kediri:

Lebih ke apply, nggak cuma mengetahui tapi bisa mengaplikasikan. Jadi dari pemahaman yang basic. Kalau di my pals itu kan basic....Mereka itu secara nggak langsung pola pikirnya terbentuk sendiri dan itu yang penting konsepnya, bukan hanya rumusnya.⁶⁴

3) Instructional Goals

The purpose of instructional learning mathematics IIS-PSM Kediri listed in the Scheme of Work created by teachers with a guide from the guide book. As statements of mathematics teacher, “Ya yang ada di SOW, kan ada kolom buat SK, indikator. Indikator itu learning objective”.⁶⁵ Ninik Ria Herawati, S. Pd adds that every indicator of the achievement of maximum 3-goals and refers to SMART indicators are specific, measureble, attainable, relevant, time bound. Each indicator has been set, laboured reached at each meeting. As the grade 3 mathematics teacher IIS-PSM here:

....indikatornya ini diusahakan tujuannya harus lebih spesifik, dan tidak boleh lebih dari 3 tujuan menyesuaikan dengan

⁶⁴ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 16 Mei 2016 hour 11.55 am – 12.45 pm

⁶⁵ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 24 Mei 2016 hour 08.45 am – 10.00 am

SMART; Specific, measureble, attainable, relevant, time bound. Jadi kita harus lebih spesifik setiap kali ngajar kegiatan itu harus tercapai-tercapai. Jadi misalkan hari ini aku kan tentang jam, tapi ya cuma past aja. Jadi spesifik past, anak-anak udah ngerti, baru besoknya lagi aku tambah lagi gitu. Jadi tidak semua, maksimal 3 seperti itu....⁶⁶

The same statement was also delivered by Deputy head of Curriculum IIS -PSM Kediri on the activities of the interview on May 16th, 2016, “Ya indikator, tujuan dari setiap pembelajaran, maksimal 3, gak boleh lebih”.

The following are indicators of mathematics subjects by topic time quoted from documents Scheme of Work school Mathematics 2015/2016:⁶⁷

- Week 31
 - Tell the time in hours and minutes
 - Write in hours and minutes
 - Find how much time has passed
- Week 32
 - Find the finishing time
 - Solve word problems involving time

The purpose of instructional or commonly referred to as an indicator on this Mathematics subjects contained in document School Scheme of Work (SOW) and the name of the learning objectives. Indicators should be made in accordance with the principles of SMART

⁶⁶ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 7 April 2016 hour 12.10 am – 01.00 pm

⁶⁷ School document, Scheme of Work Math Primary 3 2015/2016, page. 3

is specific, measurable, attainable, relevant, time bound maximum consists of indicators every part of it.

b. Component of Contents

The main content in the curriculum components of Cambridge i.e. Mathematics, Science, English. It is delivered by the head of Primary IIS PSM Kediri when the interview took place, "...yang wajib harus kami gunakan di sini yang bermuatan internasional adalah mata pelajaran sains, bahasa Inggris dan Matematika."⁶⁸

The same statement was also delivered by Deputy Head of the curriculum IIS-PSM Kediri, "Untuk programnya kita ada khusus yang Cambridge yaitu math, science dan English kita porsi lebih dari yang lain...". Based on the Cambridge document Primary Mathematics Curriculum Outline made by Cambridge International Examination, eye has 5 mathematics content section called strand and is further divided into sub section called substrand, includes:

- 1) Number
 - 3) Numbers and the number system
 - 4) Calculation – Mental strategies, Addition and subtraction, Multiplication and division
- 2) Geometry
 - 3) Shapes and geometric reasoning
 - 4) Position and movement

⁶⁸ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 09:15 am – 10.05 am

- 3) Measure
 - 5) Money
 - 6) Length, mass and capacity
 - 7) Time
 - 8) Area and perimeter
- 4) Handling data
 - c) Organizing, categorizing and representing data
 - d) Probability
- 5) Problem solving
 - c) Using techniques and skills in solving mathematics problems
 - d) Using understanding and strategies in solving problem.⁶⁹

The material in each subject are embodied into programs that support the success of each destination of the materials on the respective subjects. The programs embodied in the document named school action plan made by every teacher pengampu subjects. After the program is completed, and then discussed in a forum of the Department and the results of the discussions will be applied accordingly implementation time and class of each program. As delivered by Vice Principal of Curriculum IIS-PSM follows:

Program dari sekolah banyak sekali, sudah dapat action plannya? Nah, jadi disana terdapat banyak sekali bentuk penjabaran dari sebuah materi di buku dibentuklah sebuah program untuk menunjang keberhasilan tujuan dari setiap mata pelajaran tersebut. Jadi di buku punya materi, sama techernya punya program tersendiri untuk mencapai tujuan materi mata

⁶⁹ Cambridge International Examination, *Cambridge Primary Mathematics Curriculum Outline (pdf file)* (<http://cambridgeprimarymathematics.Cie.org.uk/about.aspx>, accessed October 17th 2015 hour 08.35 WIB)

pelajaran itu. Program pengembangannya kita terapkan di action plan. Jadi kita serahkan ke setiap guru, kemudian dimusyawarahkan ini layak nggak, kira-kira men-support mata pelajaran yang diampu tidak, nah hasilnya itu yang kita terapkan sesuai dengan waktu dan kelasnya.⁷⁰

The following mathematics subjects development program class 3 primary school year 2015/2016 which quoted from a document action plan school mathematics 2015/2016:⁷¹

- 1) Core programme, consist of:
 - a) Variations in the approach to teaching that includes games and role playing, using the learning media
 - b) Excursion study is Activities visit certain places (like a minimart, store) that is associated with a topic in mathematics learning
 - c) Low achievers improvement program consists of activities of pre test and post test.
 - d) Workshop Quran on the application of mathematics learning
 - e) Making mathematics videos is making videos on mathematics activities (such as experimental/practical) by a student who then uploaded on youtube.
- 2) Supportive programme, consist of:
 - a) Make learning aid, namely the teacher make learning for each level
 - b) Mathematics competition, i.e., each student will follow mathematics competition

⁷⁰ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 hour 10.15 am - 10.45 am

⁷¹ School document, *Action Plan Mathematics 2015/2016*, page. 1-4

- c) Mathematics decoration, namely teachers will design a school theme with multiplication and Division.
- 3) Resource development
- a) Mathematics's Problem-Solving, namely the enriching's method of problem solving on mathematics material delivery
- b) Purchase Learning Aid, is Buying media learning that match the topics taught.
- 4) Staff development
- a) Mathematics Method Training, is training of mathematics learning methods (such as jarimatika, nalaria, kumon, RMI, magic math)
- b) Class Observation, is every teacher do the learning observation other teachers at least 2 times each term. As stated in the interviews with mathematics teacher follows:

Kalau di sini Class observationnya bisa observ teacher yang lain yang sama-sama math-nya, atau sama-sama departemennya. Disini kan ada 3 departemen, nah saya termasuk departemen mathematics and science. Jadi saya observ ke science, dan juga ICT belum. Itu internal departemen, jadi satu departemen.⁷²

The cambridge curriculum content component consists of three subjects: mathematics, science, english. Based on the Cambridge document Primary Mathematics Curriculum Outline made by Cambridge International Examinatation, the eye has 5 mathematics content section called strand, include: number, geometry, measurement, managing data, and problem solving. The material in each subject are embodied into

⁷² Interviewed with Ninik Ria Herawati, Mathematics teacher Primary 3 Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 19, 2016 hour 08.00 am – 08.32 am

programs that support the success of each destination of the materials on the respective subjects. The programs embodied in the document named school action plan made by every teacher subjects.

c. Component of Process

1) Learning Approach

a) Mathematics Learning Using Student Centered Approach Realized through Contextual Learning.

Ninik Ria Herawati, S. Pd as a teacher of mathematics primary 3 mathematics explained that learning refers to the student center approach. This approach gives students active learning, where students demanded more active, more enthusiastic and have a high curiosity in the lesson that facilitated learning is fun. As an expression of the grade 3 mathematics teacher, “Kita mengacukan pada student center, jadi siswa yang lebih aktif kemudian dibuat pembelajaran yang seru yang pastinya melibatkan siswa itu lebih aktif, lebih antusias dan rasa ingin tahunya itu lebih tinggi.”⁷³

Principal of IIS PSM-Kediri added that to realize the learning with active learning is not easy. This is because the third textbook subjects namely science, mathematics, and english used when learning takes place is a book-laden International. The following description of the principal:

Proses belajar itu sendiri juga berjalan secara active learning. Nah, active learning di sini, tantangan dari kami adalah bahwa buku yang kita pakai itu merupakan

⁷³ Interviewed with Ninik Ria Herawati, Mathematics Teacher grade 3 Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 10.20 am – 11.00 am

kombinasi. Sedangkan yang wajib harus kami gunakan di sini yang bermuatan internasional adalah mata pelajaran sains, bahasa Inggris dan Matematika. Ketiga pelajaran itu sebenarnya yang menjadi tujuan utama.⁷⁴

The principal also added that active learning is manifested in learning contextual. Not only does this learning model applied to third subjects, but also applied on a whole other subjects including Islamic cultural conditioning imposed on IIS-PSM. The following statement of principal IIS PSM-Kediri:

Ketiga pelajaran itu sebenarnya yang menjadi tujuan utama. Tapi akhirnya model pembelajaran yang kontekstual, yang active learning ini tidak hanya kita aplikasikan di ketiga itu, tetapi juga di keseluruhan mata pelajaran yang lain termasuk dengan pembiasaan-pembiasaan budaya Islam yang kita berlakukan di sekolah ini.⁷⁵

Through contextual learning model, students can received better lessons because learning style students can be facilitated. As delivered by the head of IIS- PSM Grogol Kediri follows:

Dengan menerapkan kontekstual learning ini kita lihat anak-anak itu menjadi lebih bisa menerima pelajaran dengan lebih baik karena dengan semua gaya belajar mereka lebih terfasilitasi dibandingkan dengan seandainya kita tidak menggunakan model yang active learning.⁷⁶

The process of learning mathematics at IIS-PSM Kediri refers to the student center approach. This approach gives students the learning active learning, where students demanded more active, more enthusiastic and have a high curiosity in the lesson that

⁷⁴ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

⁷⁵ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

⁷⁶ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

facilitated learning is fun. Active learning contextual learning model embodied in. Through contextual learning model, students can receive better lessons because learning style students can be facilitated.

b) Mathematics Learning Using Multiple Intelligences Approach

Learning mathematics at IIS-PSM Kediri using multiple intelligence approach. By implementing this approach, students are able to receive the expected learning in any condition. The following statement of the grade 3 mathematics teacher on March 30, 2016:

Berkaitan sama ini, jadi mengedepankan multiple intelegensi sama karakterya. Jadi nggak cuma pembelajaran aja, semua pembelajaran itu dilakukan untuk siswa, student center. Kemudian karakternya, kemudian multiple intelegensinya. Jadi anak-anak itu nggak Cuma berlatih, soalnya dia memang anak yang kinestetik. Sekali-kali dia tahu tentang naturalistik gitu, jadi dia belajar di alam, tahu kayak permainan hunter tadi, mereka belajar di luar. Jadi di semua kondisi mereka siap menerima pembelajaran.⁷⁷

2) Learning Strategy

a) Mathematics Learning Using Discovery Learning Strategy

Hudan Ngisa Anshori, S.Pd.I explained on the video profile of IIS-PSM Kediri 2015/2016 that through student-centered approach, IIS-PSM Kediri use discovery learning strategy on Mathematics learning. In which students can learn bernalar logically in understanding issues related to everyday life as well as make the right choice to resolve the issues facing it independently

⁷⁷ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

with a tangible product is manifested in the work of creation, as the following statements:

Siswa belajar bernalar secara logis dalam memahami masalah yang berkaitan dengan kehidupan nyata sehari-hari mulai dari menyusun, mengungkapkan, menganalisa dan memahami interkoneksi antar sistem dan akhirnya membuat pilihan yang tepat untuk menyelesaikan masalah yang dihadapinya secara mandiri. Pemecahan masalah dituangkan dalam produk nyata, sebuah karya penciptaan.⁷⁸

The statement in accordance with the results of the interview on 24 may 2016, grade 3 mathematics teacher IIS-PSM Kediri exemplifies the content area on a broad flat-wake up. On the material, students are able to find formulas of square, rectangle and triangle from the practice of activities performed. Such activities include; students are given a wake of flat square in which there are boxes, then count the number of the box on the upper side and side. Upon completion, students calculate the area awake through the whole multitude of rectangular box that is in the wake of the square. From these activities, students can find out for yourself the vast square formula. When students already understand the concept of broad flat-wake up, students will not be confused when calculating a wide flat-wake of the composition. As the statement of Ninik Ria Herawati, S. Pd follows:

Kayak kemarin area itu kita belajarnya cuma kotak-kotak aja. Jadi kita belajar pake buku kotak, nggak langsung luas ini $p \times l$, $s \times s$, nanti itu kita pakainya itu kotak-kotak dulu. Dasarnya seperti itu. Kenapa kog ini dikali, karena mereka tahu misalnya ini persegi ya, ini tiga, ini dua, mereka bikin kotaknya ini tiga, kesininya dua, ada enam kotak, jadi mereka secara nggak

⁷⁸ Hudan Ngisa Ansori, *Student Centered*, Video Profil IIS PSM Kediri 2015-2016

langsung itu penerapan, oh dasarnya itu dari kotak-kotak ini. Jadi rumusnya nanti perkalian, terus kalau rumusnya segitiga itu kenapa ada setengahnya, kan satu kotak ini kalau biar adil dibagi dua jadinya kan setengah. Jadi kita bawa ke dasar dulu, permainan dasar yang mereka tahu, disitu mereka bisa menyimpulkan, oalah itu perkalian, nanti mereka tahu sendiri. Ininya 3, ininya 2, kog 6. Ininya 2, ininya 2, kog 4. Tapi bentuknya beda satunya persegi satunya persegi panjang, hasilnya kog sama ya, o..perkalian.⁷⁹

c) Mathematics Learning Strategy Refers to Student Thinking

Skill Concept of Higher Order Thinking Skill

Learning strategies in conveying mathematics concept refers to the level of the mindset of the child or the child's thinking ability concept. For grade 1-2 made began to think critically, to grade 3-6 should already know the cause, so that when adults can be installed. As delivered by vice principal of curriculum follows:

Jadi yang paling mendasar math itu kan berbeda kalau tadi sudah dijelaskan bagaimana konsep-konsepnya yang di math yang pola pikir anak sejak dini dia itu, sejak kecil kelas 1-2 dibuat berfikir. Kalau sudah di level 3-6 harus tahu penyebabnya, sehingga nanti kalau dewasa bisa diaplikasikan.⁸⁰

Yoyok Amirudin, M. Pd. I Add the concept of thinking ability is that is a Higher order thinking skill or ability of higher-order thinking. This ability is one of a kind thought processes of children. The child's thought processes are distinguished into 2, includes the low level think ability (Lower order thinking skills) by the stages of remembering, understanding, applying and high level think ability (Higher order thinking skills) with the stages of

⁷⁹ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 24, 2016 hour 08.45 am – 10.00 am

⁸⁰ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

analyzing, evaluating and creating. As an explanation of vice principal follows:

Iya, kita mengacu pada kemampuan berpikir yang lagi ngetren saat ini, higher order thinking skill, kemampuan berpikir tingkat tinggi. Proses berfikir anak kan dibagi 2 level, yang pertama ada high level sama low level. Tahapannya itu kan ada mengingat, memahami, menerapkan, menganalisa, mengevaluasi dan mencipta. Mengingat, memahami, menerapkan itu masuk yang low level, tiga selanjutnya itu masuk yang high level.⁸¹

Application of the thinking ability is still up on the application. Vice principal of Curriculum explained that the implementation of the curriculum will be enhanced gradually until reach the highest level on higher order thinking skills. As the following statements:

Tapi untuk di kita sementara ini penerapannya baru sampai pada application saja, knowledge, comprehension, sama application. Untuk tahun ajaran berikutnya mulai dari pembelajarannya sampai pada evaluasinya akan kita tingkatkan sampai pada level create, bertahap begitu.⁸²

Mathematics learning at IIS-PSM Kediri refers to the concept of a high degree of thinking ability. This ability is one of a kind thought processes of children. The child's thought processes are distinguished into 2, includes the low level think ability (Lower order thinking skills) by the stages of remembering, understanding, applying and high level think ability (Higher order thinking skills) with the stages of analyzing, evaluating and creating. The

⁸¹ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm

⁸² Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm

implementation of the curriculum will be enhanced gradually until reach the highest level on higher order thinking skills.

3) Learning Method Adapted to the Material Being Taught

The Cambridge curriculum does not determine what method should be used when teaching the teacher. The learning method or manner of delivery the material submitted on each teacher and adjusted to the material to be taught. As the Vice Principal of curriculum IIS-PSM Grogol Kediri explanation follows:

Kalau Cambridge sendiri itu nggak menganjurkan kita harus memakai metode ini, ini. Cambridge itu misalkan kalau ada Cambridge day, di sana itu kita sharing bagaimana pembelajaran saat ini, contoh dengan model technology information, Jadi kalau untuk teori bentuknya, cara penyampaiannya itu diserahkan pada guru masing-masing, disesuaikan sama materinya. Jadi di pihak Cambridge itu ada semacam garis besar dan dijabarkan pada metode-metode yang ada saat ini. Metodenya banyak sekali yang sudah kita gunakan.⁸³

d. Component of Evaluation

1) Teacher Evaluation

Curriculum implementation evaluation form Cambridge against teachers implemented through two ways, including external evaluation from Cambridge party represented by sister school and internally by the school. As the statement of the principal of IIS PSM-Kediri, “Jadi Pemantauan ada yang dari Irsyad ada yang dari kami

⁸³ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 hour 10.15 am - 10.45 am

sendiri secara internal.”⁸⁴ Here's an explanation of all kinds of teacher evaluation:

a) External

(1) Monitoring of Cambridge is represented by Madrasah Irsyad Zuhri Al-Islamiah Singapore as Sister School

Evaluation process conducted by the Cambridge represented by Madrasah Irsyad Zuhri Al-Islamiah Singapore as sister school as well as educational consultant IIS-PSM Kediri. Madrasah Irsyad Zuhri Al-Islamiah Singapore was given full authority by the Cambridge regarding curriculum development and mentoring of Cambridge against sister school. As the explanation of Vice Principal of Curriculum IIS-PSM Kediri here:

Ya, proses pemantauannya 2008-2016 sekarang tiap bulan, tiap bulan ada konsultan dari Cambridge yang diutus oleh Singapura, oleh Singapore penggunaan Cambridge diserahkan semuanya. Karena dirasa Singapore sudah maju, silakan membuat kurikulum sendiri yang hampir sama, sama dengan Cambridge.⁸⁵

The same statement was also delivered by Principal IIS-PSM Kediri, “Yang sekarang itu hampir setiap bulan ada evaluasi, training yang diadakan oleh konsultan kami sister school kami yang ada di Singapura ini”. Vice principal IIS-PSM added that the evaluation was implemented during one week of each month. Many aspects are evaluated, including: Human

⁸⁴ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

⁸⁵ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

Resources, teachers ' mastery of the material, the way teachers teach seconds per second started to go to class until the end of the study, school management, how to set up meetings and so on. As the statement following Vice Principal:

Iya dari pihak Cambridge 1 minggu dalam sebulan atau sebulan sekali, yang dipantau semuanya, baik SDM, baik penguasaan materi gurunya, baik cara mengajarnya, dari detik per detik, masuk ke kelas, ikut mengamati dengan pembelajaran, terus manajemen sekolah, cara mengatur rapat dan sebagainya, banyak.⁸⁶

Principal IIS-PSM Kediri also added that the mentoring activities were not just only evaluation but also undertake fostering activities about teachers teaching skill, such as during the 2 weeks of learning English and CICTT. Following the exposure of Budi Setyo Margono, S. Pi as the head of IIS PSM-Kediri:

...termasuk minggu kemarin itu selama 2 minggu belajar bahasa Inggris dan CICTT itu adalah program yang kita gunakan untuk bagaimana kita mengakselerasi mengadopsi penerapan kurikulum internasional. Oleh karena itu, diadakan selama 2 minggu dan insyaallah minggu depan ada lagi dan begitu seterusnya. Artinya bahwa skill yang oleh guru di sini akan selalu di update oleh konsultan kami secara berkelanjutan, di samping itu untuk mengetahui perkembangannya sejauh mana.⁸⁷

The cambridge curriculum evaluation of externally conducted by the Madrasah Irsyad Zuhri Al-Islamiah Singaporeas sister school as well as educational consultan IIS-PSM Kediri for 1 week each month. Madrasah Irsyad Zuhri Al-

⁸⁶ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm

⁸⁷ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

Islamiah Singapore was given full authority by the Cambridge regarding curriculum development and mentoring of Cambridge against sister school. Many aspects are evaluated, including: human resources, teachers' mastery of the material, the way teachers teach seconds per second started to go to class until the end of the study, school management, how to set up meetings and so on. The form of mentoring is not only do with the evaluation of implementation, but also an increase the skill of teachers through mentoring programme.

b) Internal

(1) Coaching/Evaluation in The End of Working Hour

The first internal evaluation done through procurement programs at the end of working hours or after students leave the school. The program is held every day from Monday to Friday for 1 hour. As the explanation of Principal IIS-PSM Kediri here:

Jadi program yang akan kita kerjakan itu setiap hari, anak-anak kan pulang setengah 3 kalau guru dan pengajar pulang jam setengah 4 dengan sisa waktu 1 jam setiap harinya untuk meeting-meeting ataupun sharing tentang atau juga training internal tentang kegiatan pembelajaran sehari-hari.⁸⁸

The Principal of the IIS-PSM Kediri describes various programs implemented, include:

⁸⁸ Interviewed with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

- Monday: Internal department or intercultural dialogue teacher in one department to prepare for the week ahead is what will they do, as the following description:

Jadi setiap hari, misalkan hari senin sore itu kita agendanya adalah internal department atau dialog antar guru dalam satu department untuk mempersiapkan seminggu ke depan ini apa yang akan mereka kerjakan, itu yang hari senin.⁸⁹

Mathematics teacher Primary 3 adding internal activities, the Department is in the form of a discussion of the problems of learning activities and find a solution of the problem of learning. As the following statements, “Setiap hari senin kita kumpul-kumpul bareng, kita diskusi permasalahan apa, bagaimana solve-nya, bagaimana menyelesaikannya, jadi diskusi antara gurupun juga perlu”.⁹⁰

- Tuesday: English force or training activities of teachers in English skill. As follow statement:

Kalau yang hari selasa itu English Force. Nah di sini setiap hari selasa kita aktivitasnya adalah beraktivitas dengan bahasa inggris baik berupa training, kadang juga conversation atau kadang dialog, atau kadang apa saja permainan ataupun aktivitas yang sifatnya membuat para guru mengaplikasikan bahasa inggris.⁹¹

- Wednesday: Sharing activities between teacher and school principal, as well as the description of Principal of IIS-PSM

⁸⁹ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

⁹⁰ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 07, 2016 hour 11.10 am – 12.00 am

⁹¹ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

Kediri, “Nanti yang hari rabu itu ada kegiatan sharing kepala sekolah dengan seluruh guru.”

- Thursday: Biah Islamiyah, as principal of IIS-PSM Kediri’s statement, “Nanti yang hari kamis itu adalah kegiatan Biah Islamiyah. Biah Islamiyah adalah kegiatan yang kaitannya dengan pembelajaran.”
- Friday: School meeting or event activities that discuss about the school event in the near future, as delivered by the principal of IIS PSM-Kediri, “Kemudian yang hari jumat itu ada kegiatan yang sifatnya membahas tentang school event atau kegiatan sekolah yang dalam waktu dekat, misalkan mau ada hari raya, hari kartini, hari jumat itu adalah schedule untuk kegiatan itu.”⁹²

(2) Class Observation by Fellow Teachers of IIS-PSM Kediri

Classroom observation activities undertaken by teachers against another teacher learning, both fellow Department or different departments. As the grade 3 mathematics teacher explanation here:

Kalau di sini Class observationnya bisa observ teacher yang lain yang sama-sama math-nya, atau sama-sama departemennya. Disini kan ada 3 departemen, nah saya termasuk departemen mathematics and science. Jadi saya observ ke science, dan juga ICT belum. Itu internal departemen, jadi satu departemen.⁹³

⁹² Interviewed with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

⁹³ Interviewed with Ninik Ria Herawati, Mathematics teacher Primary 3 IIS-PSM Grogol Kediri, date April 19, 2016 hour 08.00 am – 08.32 am

Same statement also stated by vice principal of curriculum of IIS-PSM Kediri, “Class observation itu kegiatan observasi yang dilakukan guru mengamati pembelajaran guru lain, bisa satu departemen atau beda departemen begitu.”⁹⁴ Yoyok Amirudin, M. Pd. I also described the function of the activity class observation are to evaluate teachers ' ways of learning and sharing is the study of methods of learning. As the following, “Ya 1) Fungsinya untuk mengevaluasi cara pembelajaran. 2) Sharing ilmu lah, ya ternyata masih banyak metode yang ditiru lah.”⁹⁵

One of the evaluation of the teacher done with the class observation. This activity is the activity of the teacher in the learning activities to observe other teachers within a single department or different departments. The goal of these activities, among others: to evaluate teachers ' ways of learning and sharing of science regarding learning methods.

2) Student Evaluation

a) Daily Evaluation

The first students evaluation do every day which called the daily assessment. The result of the daily assessment will be accumulated at the end of the term. As a statement of Vice Principal of curriculum IIS PSM-Kediri, “Penilaiannya ada yang

⁹⁴ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 at 10.15 am - 10.45 am

⁹⁵ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, May 23, 2016 at 10.15 am - 10.45 am

setiap hari, daily assessment, nanti diakumulasi di akhir term”.⁹⁶
 Same statement also stated by grade 3 Mathematics teacher,
 “Proses evaluasinya kita ambil dari nilai. Di sini namanya nilai harian.”⁹⁷

Grade 3 mathematics teacher added that daily assessment consists of three assessment, include: the value of the practice, the value of the task and the value of attitude. Assessment of practices drawn from the students activities in learning practice. Tasks assessment drawn from the working of workbook and worksheet. Attitude assessment taken from the liveliness of questioning in classrooms, cooperative discipline, as well as the collection of tasks. As the mathematics teacher grade 3 here:

Daily assessment itu ya nilai-nilai praktek, nilai tugas, nilai keaktifannya. Penilaiannya bisa pakek yang dari workbook begitu, ambil nilainya dari workbook, dari hasil prakteknya mereka. Mereka kooperatif nggak, kayak tadi itu kelihatan siapa yang koopertif siapa yang kurang respect kayak gitu. Penilaian dari sikap, kemudian disiplin pengumpulan tugas, terus dari worksheetnya, dari keaktifannya tanya jawab kayak gitu.⁹⁸

Daily assessment consists of three assessment, include: the value of the practice, the value of the task and the value of attitude. Assessment of practices drawn from the activities of the students in the practice of learning. Assessment tasks drawn from the working

⁹⁶ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 at 10.15 am - 10.45 am

⁹⁷ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 10.20 am – 11.00 am

⁹⁸ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 07, 2016 hour 11.10 am – 12.00 am

of workbook and worksheet. Assessment of the attitude taken from the liveliness of questioning in classrooms, cooperative discipline, as well as the collection of tasks. Each value will be accumulated at the end of term.

b) Weekly Evaluation

Weekly evaluation done through the book a connecting teachers and students called Com Book or a Communication Book. This book provided by the Form Teacher (FT) or homeroom to students every Friday to pass on to parents. Parents respond to the evaluation of the teacher and the students return the book to the FT on Monday. As the explanation of grade 3 mathematics teacher follows:

Jadi bentuk penghubungnya setiap hari jumat, FT memberikan Comunication book berupa catatan buku, kayak buku penghubung antara orangtua dan guru diberikan hari Jumat. Dibaca di rumah, nanti senin dibawa ke sekolah. Iya satu kali, jadi wali kelasnya nulis pakai tangan, sejumlah siswa, kalau 20 iya ya harus nulis 20. Seninnya dikembalikan di sekolah. Dan direspon orang tua.⁹⁹

Same statement also stated by vice principle of IIS-PSM

Kediri follows:

Setiap minggu kita ada Com Book setiap hari jumat itu. Semacam buku yang memberikan catatan kepada masing-masing anak itu secara tekstual. Jadi penjelasan gitu. Secara kualitatif gitu ya. Sehingga nanti senen buku ini sudah dikembalikan lagi sehingga kita bisa berkomunikasi di situ. Itu yang mingguan.¹⁰⁰

⁹⁹ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm

¹⁰⁰ Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 10.20 am – 11.00 am

Grade 3 mathematics teacher adding, teachers can learn more about the condition or the reason students when students show different behavior in the classroom through Com Book. Ninik Ria Herawati, S. Pd explained, “Kita kan ada Com Book, jadi kita tahu buku penghubung dengan orang tua. Anak ini terlihat tidak semangat minggu lalu karena memang orang tuanya nggak ada di rumah, ada tugas diluar, jadi kita tahu, kita paham kondisinya.”¹⁰¹

c) Mid Term and Term Evaluation

The third evaluation activities evaluation i.e. the mid term and term. The second evaluation was performed in two parts, includes term and mid term exam of the school held for 1 week, as well as the term and mid term exams nationally on 1 next week hosted by the local from diknas. So students carry out the test as much as 8 times in 1 year. The following explanation of the mathematics teacher grade 3:

Kalau kita lebih mengacu pada internasional. Internasional dan nasional itu penilaiannya beda. Jadi terkadang itu kita ujiannya itu 2 minggu, 1 minggu untuk internasional dan 1 minggu untuk nasional. Tapi terkadang dari UPTD juga ada mid term. Jadi kita juga pernah melaksanakan ujian 8 kali. Dan untuk tahun ini kita melaksanakan ujian sebanyak 8 kali.¹⁰²

Same explanation also stated by Vice Principal of Curriculum IIS-PSM Kediri. Yoyok Amirudin, M. Pd. I Add to that the exam with an international curriculum United Kingdom

¹⁰¹Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016/10.20 am – 11.00 am

¹⁰² Interviewed with Ninik Ria Herawati, math teacher grade 3 TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour10.20 am – 11.00 am,

language and examination by the national curriculum using the language of Indonesia. As a interview result follows:

Yang internasional sendiri 1 minggu,1 minggu yang nasional. Rapotnya tadi 1 masuk ke internasional, yang 1 ke nasional. Jadi anakmengalami 2 kali masa ujian tes. Kalau nasional semuanya pakai bahasa Indonesia, tapi kalau di kami manggunakan full bahasa Inggris. Jadi ada muatan lokal tersendiri kayak semacam muatan local bahasa arab, terus ICT, yang nggak wajib. Jadi yang wajib kita ujikan dari UPTD atau Diknas setempat.¹⁰³

Evaluation term students implemented through activities of the mid term exams and term held by schools with an international curriculum United Kingdom as well as language term and mid term exams organized by the national curriculum from

d) Evaluation in the end Period of Study with Cambridge Primary Checkpoint

Evaluation of students with a curriculum of Cambridge at the end of his studies using Cambridge Primary Checkpoint. As the explanation vice principle of the curriculum, “Untuk yang kita hanya Cambridge Primary Checkpoint saja, untuk yang progress actionnya nggak. Untuk tesnya ini hanya check poin di akhir.”¹⁰⁴

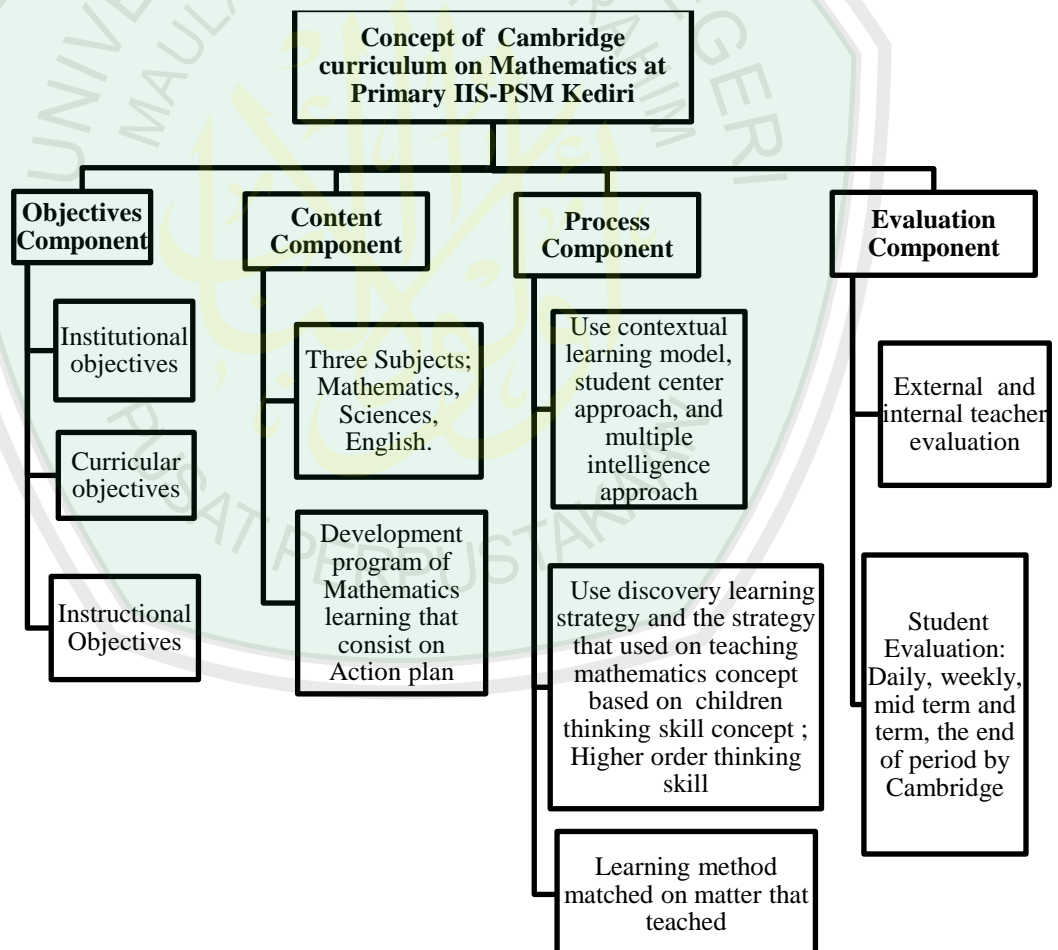
Yoyok Amirudin, M. Pd. I added bahwa tes tersebut belum dilaksanakan karena saat ini siswa IIS-PSM Kediri masih sampai pada tingkatan keempat atau di kelas Primary 4, sedangkan tes tersebut dilaksanakan ketika siswa sudah mencapai tingkatan keenam atau kelas primary 6. Seperti pernyataan waka Kurikulum,

¹⁰³ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

¹⁰⁴ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm

“Terus untuk ujian kelas 6 kami belum mengujikan karena.. ada primary check point untuk kelas 6 kami juga belum karena belum melaksanakan evaluasinya.”¹⁰⁵

Evaluation activities the end of their study or the so-called Cambridge Primary Checkpoint is the ultimate test by grade 6 students. However, IIS-PSM Kediri has yet to carry out the tests because the current IIS PSM-Kediri students still come to the fourth degree or in class 4 Primary, while the test is carried out when the students have reached the sixth level or class of primary 6



¹⁰⁵ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 hour 10.15 am - 10.45 am

Figure 4.1 Concept of Cambridge curriculum on Mathematics at Primary IIS-PSM
Kediri

2. The Background of Implementing Cambridge on Mathematics Learning at Primary International School Pesantren Sabilil Muttaqien Grogol Kediri

a. Prepare a Quality Society in The Era of ASEAN Economic Community (AEC)

Application of the cambridge curriculum is Islamic International School Pesantren Sabilil Muttaqien (IIS-PSM) of Grogol, Kediri from Dahlan's thinking on the future of Indonesia in the coming 15 years, when it was precisely in the year 2025 is expected to occur changes in the world economy. It is estimated that, in the era of the world economy will shift to Eastern China, making India as a Center for the world economy. Indonesia is a country located in Southeast Asia so that should prepare the changes as early as mungkin will occur at that time. As the statement of the Principal of the Primary IIS PSM-Grogol Kediri here:

Jadi yang pertama sekolah ini sebenarnya adalah bagaimana beliau mempersiapkan tentang perubahan perekonomian dunia ini yang akan terjadi kira-kira tahun 2025 menurut beliau. Jadi di kala itu menurut beliau perekonomian dunia akan bergeser ke timur sehingga mungkin pusat perekonomian dunia adalah Cina, India, dan kita karena berada di Asia Tenggara itu menjadi sangat mungkin apabila kita mempersiapkan kondisi yang insyaallah akan terjadi di masa itu.¹⁰⁶

Preparation condition of society Indonesia 10 years into the future is also justified by Vice Principal of curriculum IIS-PSM Kediri. In an interview conducted on March 30, 2016, Vice Principal of Curriculum

¹⁰⁶ Interview with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

IIS PSM Kediri said that visionary of IIS-PSM wanted future students who attend school are now ready to compete with the community outside its territory. Indonesia provided with community language curriculum through the application of English as a form of preparation in facing the era of ASEAN Economic Community (AEC) in that year. The statement Vice Principle of Curriculum IIS PSM-Grogol Kediri as follows:

Yang paling mendasar yaitu semuanya global, siswa, guru, masyarakat, dari founding father-nya IIS menginginkan anak-anak nanti dalam menghadapi 10 tahun ke depan, dia sudah siap bersaing dengan anak-anak yang di luar Kediri. Jadi tahun 2025 nanti bukan kita yang menjadi pemimpin tapi mereka. Sehingga kita mempersiapkan sejak dini dengan bahasa Inggrisnya. Baik dari MEA (Masyarakat Ekonomi Asia) dan itu bentuk dari kita persiapan untuk ke sana, jadi kita terapkanlah kurikulum.¹⁰⁷

The statement is in conformity with Dahlan's statement on the profile video of IIS- PSM, Grogol Kediri 2015/2016. The author of the IIS-PSM says that Indonesia will be a developed country with an extraordinary economy. To balance inequality in the era of capitalism economic times AEC, IIS-PSM Kediri wanted to set up the community of the small town of quality so that it has the ability equal to communities in major cities. Because only quality communities that are able to survive at that time. The following statement Dahlan quoted from video profile-IIS PSM Kediri 2015/2016:

Indonesia dalam 15 tahun yang akan datang akan menjadi negara maju, akan menjadi negara yang ekonominya luar biasa. Anak-anak yang lulus dari IIS 15 tahun yang akan datang kira-kira umurnya menjadi 28 atau 27. Pada saat itu nanti, hanya orang-orang yang berkualitas yang akan bisa survive. Nah, jadi ini bagian dari menyeimbangkan ketimpangan dari akses pada masa ekonomi

¹⁰⁷ Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

kapitalisme yang kian tahun kian bebas. Kita menyiapkan supaya orang-orang di kota kecil memiliki kemampuan yang sama dengan orang-orang di kota besar. Untuk menyiapkan Indonesia yang modern, diperlukan orang-orang yang berkualitas¹⁰⁸

The Principal of Primary IIS-PSM Kediri added that the intended quality society is communities with global mindset but still make Islam as his personal identity. So hopefully the society can interact with heterogeneous communities with the soul of Islam and nationalism as well. Following statement of the Principal of Primary IIS-PSM Kediri when conducted interview on March 30, 2016:

Anak-anak di sini nanti akan terkondisi dengan pola pikir yang global tapi tetap dengan menjadikan Islam itu sebagai identitas pribadinya. Sehingga mereka nanti bisa berinteraksi dengan banyak komunitas yang heterogen tetapi tetap dengan jiwa yang Islam juga dengan jiwa yang nasional.¹⁰⁹

Application of the Cambridge curriculum IIS-PSM Kediri effected by the thought Dahlan who wish to prepare for the AEC in the quality community. Only a qualified society can survive at that time. Society with a global mindset and still make his personal identity as a Muslim. Development of human resources community centred on the small town of expected later have the ability the equivalent communities in major cities. So hopefully later community was be able to interact with heterogeneous community but still with the soul of Islam and nationalism inherent in him. This ability achieved through the application of the Cambridge curriculum using the United Kingdom as the language of instruction.

¹⁰⁸ Dahlan Iskan, cited from profile video of Primary IIS-PSM Kediri

¹⁰⁹ Interview with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

b. Manifest Islamic school International based through cooperation with Singapore as a Sister School

Islamic International School boarding school Sabilil Muttaqien is one school with an international standard developed by Dahlan who at that time served as Chairman of the Board of the Pesantren Sabilil Muttaqien. As many as 131 schools with 9300 teacher has developed.¹¹⁰ The Madrasas are salafi based or Islamic boarding schools that not based on international standard. As a statement of Vice Principal of Curriculum:

Yang melatar belakangi yang pertama di PSM itu madrasahnya banyak sekali hampir di seluruh Indonesia. Nah dari semuanya itu berbentuk salafi, berbentuk pondok pesantren, madrasah, tidak ada muatan internasional.¹¹¹

Development of madrasah becomes an international Islamic salafi is implemented through the application of analytical study on the Cambridge curriculum. As a new school curriculum that implements the Cambridge certainly requires sister school or partner who became a friend abroad. So Dahlan tried to cooperate with Singapore that it does have a good quality of education. As delivered by Yoyok Amirudin, M. Pd. I as Vice Principal of Curriculum IIS-PSM Grogol Kediri follows:

Pak Dahlan ingin mendirikan sekolah yang berbasis internasional. Bagaimana caranya? Caranya dengan mengajak Cambridge untuk studi. Dengan siapa? Harus punya sister school, punya partner

¹¹⁰ Biography of Dahlan Iskan, (<http://psmtakeranblogspot.co.id/2014/11/biografi-dahlan-iskan.html/> accessed on April 28, 2016 hour 4.06 am)

¹¹¹ Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

yang menjadi sahabat di luar negeri, kita mengajak orang Singapore.¹¹²

A similar statement was also delivered by the Primary IIS-PSM Grogol Kediri, “Sehingga itu mungkin upaya yang bisa kami lakukan yang membuat tujuan kami itu bisa terfasilitasi karena Cambridge yang kita gunakan ini adalah kita bersinergi dengan sekolah internasional di Singapore”.¹¹³

Vice Principal of Curriculum IIS-PSM Grogol Kediri added that in such cooperation appointed Madrasah Al-Irsyad Singapore (Now named Madrasah Irsyad Zuhri Al-Islamiah Singapore) to become a partner in the accompanying IIS-PSM. IIS PSM-follow all provisions of Madrasah Irsyad Zuhri Al-Islamiah Singapore on mentoring; starting from manajerialnya facet, law, book used, and system evaluation. As follow statement of Vice Principal of Curriculum IIS-PSM Grogol Kediri:

Pak Dahlan mencoba kerja sama dengan Singapura, Istrinya perdana menteri Singapura, sehingga ditunjuklah Sekolah Madrasah Al-Irsyad Singapore untuk menjadi partner dalam mendampingi IIS. Baik itu manajerialnya, hukum-hukumnya, buku-bukunya, baik itu evaluasinya, semuanya diserahkan kepada Al-Irsyad untuk pendampingan.¹¹⁴

Budi Setyo Margono, S. Pi also explained that the hope of cooperation with Singapore as a sister school i.e. IIS-PSM Kediri can

¹¹² Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

¹¹³ Interviewed with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

¹¹⁴ Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

imitate what has been done by a sister school in Singapore to be applied at school Indonesia. This is a reference to IIS-PSM to ease in adapting curriculum implementation of Cambridge. The adaptation of this learning system accompanied the adjustment with the Indonesia environmental conditions particularly Magetan and Kediri. As the following statements:

Harapannya dengan memberlakukan sistem ini, kita bisa mencontoh apa yang sudah dilakukan oleh sister school kami yang ada di Singapura ini untuk diterapkan di Negara kita. Tentunya ada banyak sekali penyesuaian-penyesuaiannya dengan kondisi lingkungan kita dengan Singapore. Tetapi setidaknya itu menjadi referensi yang membuat kita lebih mudah dalam mengadaptasi penerapan kurikulum Cambridge di sekolah kami ini.¹¹⁵

Islamic International School boarding school Sabilil Muttaqien commences from the salafi madrasah is not charged, so that International development efforts dilaksanakanlah madrasah, madrasah becomes International Cambridge curriculum through the application on his education. Dahlan tried to cooperate with Singapore i.e. the Madrasa Al-Irsyad Singapore (currently named Madrasah Irsyad Zuhri Al-Islamiah Singapore) to become a partner in the accompanying IIS-PSM.

IIS PSM-follow all conditions of Madrasah Irsyad Zuhri Al-Islamiah Singapore in mentoring; starting from manajerialnya facet, law, book used, and system evaluation. This is a reference to IIS-PSM to ease in adapting curriculum implementation of Cambridge. Pengadaptasian this learning system accompanied the adjustment with the Indonesia environmental conditions particularly Magetan and Kediri.

¹¹⁵ Interviewed with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

c. Realize The Quality of Small Town Community with Building Schools in The Rural Area

The development of IIS-PSM is not solely to benefit a moment which can be obtained from the development of IIS-PSM in big cities with the majority of the community being economical in above average. Dahlan Iskan developing IIS-PSM with goals so that international standard education with English can be felt by the people in the area are rurals. This case dealt with them up with IIS-PSM in Magetan in 2008 which was inaugurated in the city of Surabaya, as well as the statement of Vice Principal of Curriculum at the time of the interview underway:

Beliau mengembangkan IIS, tentunya beliau ingin sekolah IIS ini yang berstandar internasional dapat dilaksanakan di plosok-plosok. Jadi beliau tidak ingin membangun sekolah ini di kota karena kalau beliau ingin keuntungan sesaat beliau bisa di kota, tetapi beliau tidak ingin. Beliau ingin mencoba masyarakat sekitar diplosok-plosok daerah agar bisa merasakan pendidikan yang berstandar internasional yang berbahasa Inggris. Tindak lanjutnya setelah tahun 2008 pencetusannya di Magetan, kemudian diresmikan di Surabaya.¹¹⁶

The Foundation of the Pesantren Sabilil Muttaqien (YPSM) as the Foundation organizers IIS-PSM is planning on opening a branch in each kabupaten in East Java as Dahlan who built the *Radar Jawa Pos* in Indonesia as an expansion of the coverage of IIS-PSM Kediri. But before opening the branch, the Foundation needs to strengthen the quality of education in the central IIS PSM located in Magetan. After four years (2008-2012) is reasonably mature in terms of human resources management, the process of learning, students as well as their learning

¹¹⁶ Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

environment, the Foundation of the Pesantren Sabilil Muttaqien (YPSM) bold new branch opening IIS-PSM in Kediri Regency. The following statement Yoyok Amiruddin, M.Pd.I as Vice Principal of Curriculum IIS PSM-Kediri:

Sehingga pusatnya di-manage dulu sebaik mungkin. Kita belum berani buka cabang karena kita harus memperkuat yang di pusat. Setelah memperkuat yang di pusat 2008-2012, 4 tahun sudah matang, SDM nya sudah matang, proses manajemen belajarnya sudah matang, juga baik siswanya maupun lingkungannya sudah matang, kita berani membuka di Kediri tahun 2012. Pasca ini pak Dahlan itu membangun sekolah ini di tiap kabupaten di Jawa timur, dari 1 ke 2, 2 ke 4, 4 ke 8. Seperti membangun radar Kediri, radar Jawa pos.¹¹⁷

It is also justified by the Principal of the Primary Islamic International School boarding school Sabilil Kediri Muttaqien. The principal added that in addition to developing this school, it is also possible to transmit his system to other schools. The following statement from the principal:

Nah cita-citanya itu agar apabila pesantren ini berhasil, nanti akan dikembangkan di pesantren-pesantren lain, mungkin dalam lingkup pesantren kami sendiri dulu, karena di pesantren kami ada 138 sekolah dan sangat mungkin nanti setelah kami menuntaskan pesantren kami sendiri, mungkin nanti akan dikembangkan atau ditularkan ke sekolah-sekolah lain. Jadi intinya membuat pendidikan di pesantren itu menjadi beda begitu, lebih update.¹¹⁸

Dahlan Iskan developing IIS-PSM with goals so that international standard education with United Kingdom language can be felt by people in plosok-plosok area. This case dealt with them up with IIS-PSM in Magetan in 2008 and in Kediri in 2012. The Foundation of the Pesantren

¹¹⁷ Interviewed with Yoyok Amirudin, Vice Principal of Curriculum Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 at 11.15 am – 12.15 pm

¹¹⁸ Interviewed with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

Sabilil Muttaqien (YPSM) as the Foundation organizers IIS-PSM is planning on opening a branch in each kabupaten in East Java as Dahlan who built the *Radar Jawa Pos* in Indonesia as an expansion of the coverage of IIS-PSM. In addition to developing this school, it is also possible to transmit his system to other schools.

d. Cambridge Gives Discretion to The School to Optimize The Value of Local Wisdom

Budi Setyo Margono, S.Pi as Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri when interviewed on March 30, 2016 mentions one of the Cambridge curriculum applied background in IIS PSM is the Cambridge curriculum gives leeway for the school to be able to optimize the value of local wisdom into the lesson. This is a challenge for schools to explore the local potential and make it happen in the form of learning. The Following is the statement of the Principal of IIS-PSM Grogol Kediri:

Saya menyebutnya itu seperti ada tantangan karena di setiap tempat itu kan ada muatan lokal atau local wisdom sedangkan di Cambridge itu memberikan keluasaan bagi kita untuk bisa mengoptimalkan nilai kearifan lokal itu menjadi pembelajarannya, jadi menurut saya lebih memberi tantangan kepada kita untuk menggali potensi lokal ini dalam bentuk pembelajaran.¹¹⁹

Principal of IIS-PSM Kediri It also gives an example, overseas science lab created because they did not have the means to learn science. Unlike the IIS-PSM Kediri which has a field, yard, garden that can be enabled as a laboratory that is more natural, more complex, and even

¹¹⁹ Interview with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

every turn of the seasons will observe different things. In a related development, certainly require creativity in order to stimulate what is there around the school, as well as being able to integrate with learning environment by making the environment as a medium of instruction. As a result of interviews with the principal here:

Misalkan saja kalau di luar negeri laboratorium sains dibuat karena mereka tidak punya sarana untuk belajar sains. Nah kalau di sini, lapangan, halaman, kebun kita sudah menjadi lab yang justru lebih natural, lebih kompleks, dan bahkan setiap pergantian musim yang akan kita amati juga berbeda-beda, jadi saya menganggapnya lebih pada tantangan tadi ya, dan tantangan itu juga perlu kreativitas diperlukan untuk bagaimana ya kita bisa menstimuli apa yang ada disekitar kita saat itu, kemudian dihadapkan pada tema yang sedang kita ajarkan, kita harus mampu mengintegrasikan, o.. media ini pas untuk materi ini.¹²⁰

Cambridge gives leeway for the school to be able to optimize the value of local wisdom into the lesson. This is a challenge for schools to explore the local potential and make it happen in the form of learning. In practice, the school utilizes the environment as a means of prasarana learning, such as: field, lawn, garden that can be enabled as a laboratory that is more natural, more complex, and even every turn of the seasons will observe different things.

¹²⁰ Interview with Budi Setyo Margono, Principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 at 09:15 am – 10.05 am

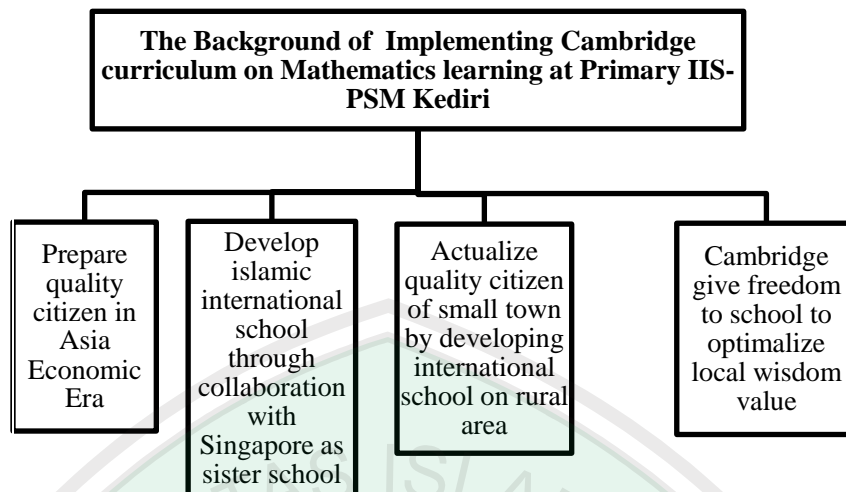


Figure 4.2 Background of Implementing Cambridge curriculum on mathematics learning at Primary IIS-PSM Kediri

3. The Implementation of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri

The implementation of Cambridge Curriculum on mathematics learning at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri refers to the School or the school draft Masteries. As teacher of mathematics, "Ya ini, acuannya ya dari school mastery, di sana ada mulai dari plan sampai act, PDCA".¹²¹

The design of the school includes the following 3 things as listed on the school document "school masteries" presented upon the interview takes place by Vice Principal of curriculum on March 30, 2016 and mathematics teacher on April 19, 2016, includes: 1) Organizational mastery is a draft set of things that are done by organizations ranging from the planning up to

¹²¹ Interviewed with Ninik Ria Herawati, mathematics teacher grade 3 Primary IIS-PSM Kediri, date April 19, 2016//08.00 am – 08.32 am

evaluation, 2) Instructional mastery is the draft regarding the things that must be done when implementing learning in classes ranging from planning to the learning evaluation process the draft, 3) Personal mastery was the design that was used as a guide by teachers in planning for learning in the classroom.¹²²

Implementation of the mathematics learning related to two masteries, namely instructional design and personalized design. Here is a picture of instructional design:

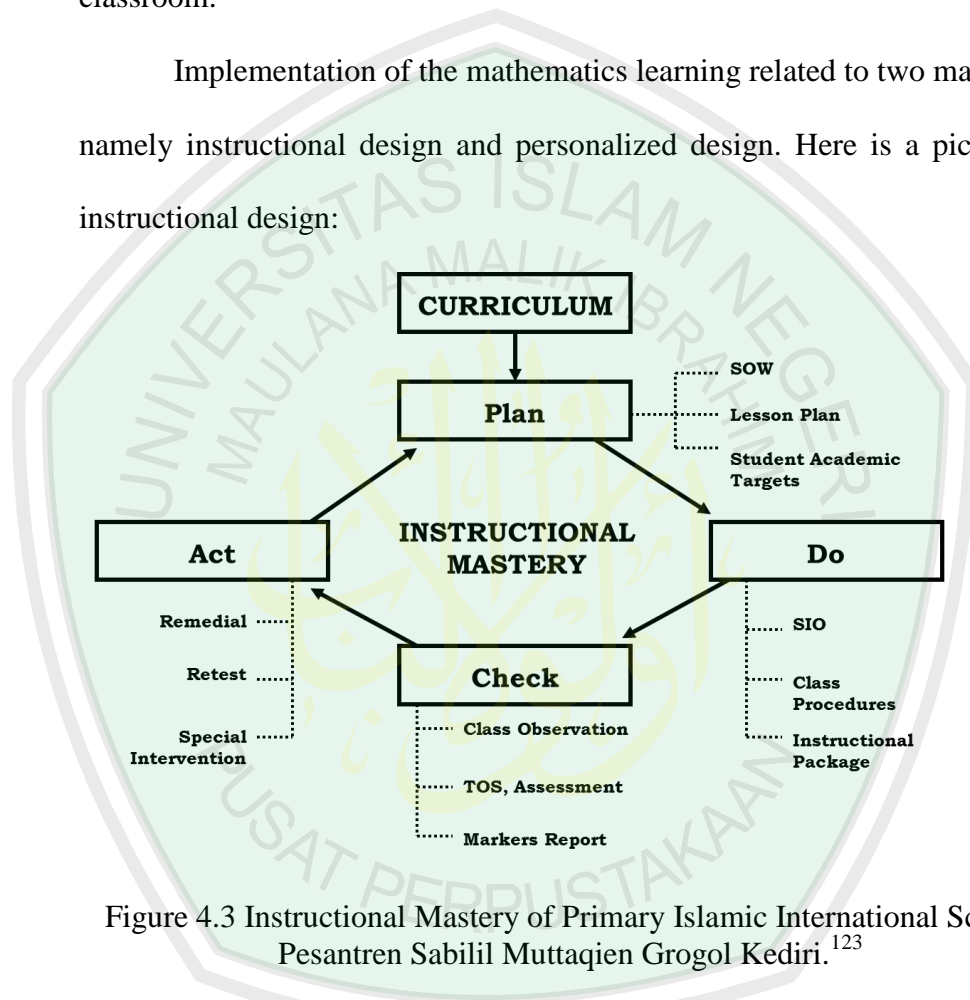


Figure 4.3 Instructional Mastery of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri.¹²³

Instructional mastery will explained on subchapter bellow which resume on learning plan, learning process, and learning evaluation. Then, about the draft of personal mastery will explained action plan only. It

¹²² School Document, *School Masteries*, Islamic International School PSM Kediri, page.1-4

¹²³ School Document, *School Masteries*, Islamic International School PSM Kediri, page.1-4

because the lesson plan is the guidance of teacher to plan about core learning or supportive learning. The personal mastery as follows:

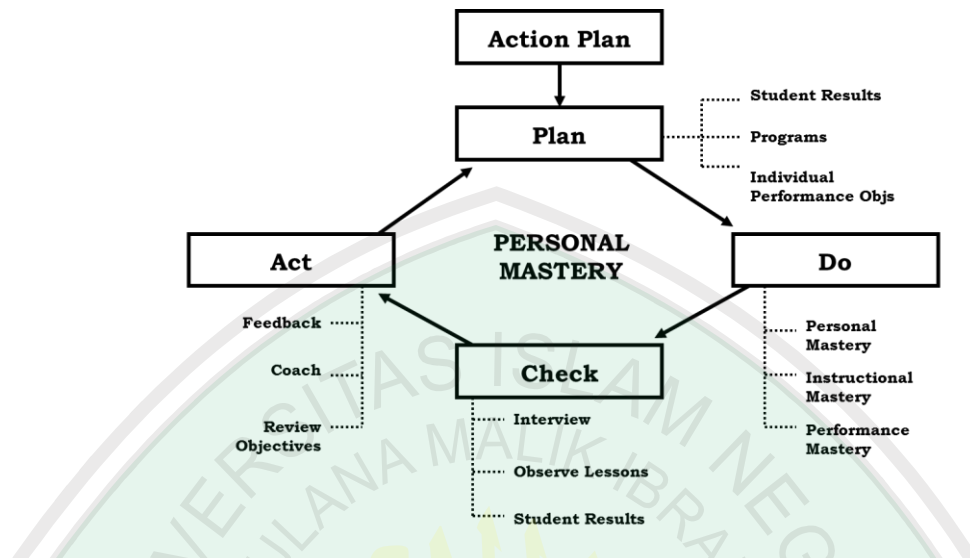


Figure 4.4 Personal Mastery of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri¹²⁴

a. The Planning of Mathematics Learning Based on Cambridge Curriculum in Primary Islamic International School Pesantren Sabilil Muttaqien Kediri

1) Teacher make draft of action plan with fellow mathematics teacher IIS-PSM Kediri

The first planning that have prepared by teacher before making learning plan is action plan. Action plan is annual draft about programs that support learning. As the grade 3 mathematics teacher explanation here:

Ada di sini namanya action plan, action plan itu program tahunan. Program yang akan kita laksanakan itu harus mendukung pembelajaran. Misalkan kemarin kita mengadakan IIS fair, itu adalah pembelajaran campuran matematika,

¹²⁴ School Document, *School Masteries*, Islamic International School PSM Kediri, page.1-

c) Year overall target, is the percentage of student learning achievement targets for one year to the next. The results of the determination of the targets will be monitored continuously and summarized for half semester, one semester, end of the year and one year of implementation. All of the targets that will be inserted into the column of the respective target adjusted to levels HAMALA (High Achiever, Middle Achiever, Low Achiever). As the following explanation by Vice Principal of Curriculum:

Itu ditulis targetnya kan kita punya tiga level, HAMALA, High Achiever, Middle Achiever, Low Achiever. Jadi untuk High itu kira-kira lulusnya berapa persen, predikdi aja, kayak low nanti kira-kira setelahmendapatkan pembelajaran dengan metode ini, kira-kira berapa persen ya agar tidak low.¹²⁷

d) Programs, are the number of programs planned for one year. The programs consist of four sections as explained by researcher at sub chapter of the cambridge curriculum concept on learning mathematics, these parts include: core program, supportive program, resource development, and staff development. Each program is assigned the period, the responsible teacher, indicator of achievement (SMART = Specific indicator, measurable, attainable, relevant, time-bound) maximum is composed of three goals, as well as a review of every half year and the end of the year. As the grade 3 mathematics teacher explanation here:

....indikatornya ini diusahakan tujuannya harus lebih spesifik, dan tidak boleh lebih dari 3 tujuan menyesuaikan dengan SMART; Specific, measureble, attainable, relevant, time

¹²⁷ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 16, 2016 hour 10.47 am – 11.06 pm,

bound. Jadi kita harus lebih spesifik setiap kali ngajar kegiatan itu harus tercapai-tercapai. Jadi misalkan hari ini aku kan tentang jam, tapi ya cuma past aja. Jadi spesifik past, anak-anak udah ngerti, baru besoknya lagi aku tambah lagi gitu. Jadi tidak semua, maksimal 3 seperti itu....¹²⁸

The device must be prepared in the next plan includes:

2) SOW (Scheme of Work)

Scheme of work (SOW) is a series of materials for a year. In Indonesia, SOW referred as the syllabus. So it's almost same as the existing syllabus in Indonesia. As an explanation of Vice Principal of curriculum below:

Hendak mengajar ya, ada banyak portofolio yang harus dipersiapkan oleh guru yang pertama adalah SOW itu adalah Scheme of Work, kalau di Indonesia katakanlah Silabus ya. Yang dibuat di awal tahun di bulan Juli. Tahun akademik dibuat selama setahun.¹²⁹

The statement is justified by the grade 3 mathematics teacher IIS-PSM Kediri. Ninik Ria Herawati, S.Pd also added, the SOW is composed of multiple columns, include: date, chapters, period, topic, topics, learning objectives, implementation, as well as textbook and learning media being used. As mathematics teacher explanation here:

SOW ini kalau di Indonesia disebut silabus. Hampir sama kan kolom-kolom juga bentuknya. Sebenarnya sama, yang di kita itu ada nomor, kemudian ada topik, sub topik, tujuan pembelajaran, kemudian influence-nya (penerapan), media yang digunakan, hampir sama.¹³⁰

¹²⁸ Interviewed with Ninik Ria Herawati, Mathematics Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 07, 2016 hour 11.10 am – 12.00 am

¹²⁹ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30 2016 hour 11.15 am – 12.15 pm

¹³⁰ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

In practice, sometimes delivering the material to students not in accordance with the SOW. There is some material that exceeds the planned time. According to the grade 3 mathematics teacher, it allowed because it was impossible for the teacher to impose student to receive the materials when they were not ready. As the grade 3 mathematics teacher explanation here:

Untuk perencanaan itu berkaitan sama SOW. Jadi SOW itu rangkaian materi selama setahun, materinya seperti apa. Kita acuan LP-nya kesana. Tapi terkadang ada beberapa materi yang waktunya molor gitu kan nah.. itu kita nggak sesuai kita nggakpapa. Karena kita nggak mungkin memaksakan anak untuk tuntas-tuntas terus kan begitu.¹³¹

3) Lesson Plan

Lesson Plan is the planning of learning activity to be implemented by the teacher in one meeting or commonly called *Rencana Pelaksanaan Pembelajaran (RPP)* in Indonesia. Lesson plan created in one sheet of paper to study during a week, so called as the weekly lesson plan. Lesson plan is simpler compared to the RPP in General. This is explained by Vice Principal of Curriculum below:

Setelah itu selesai, seminggu sekali ia harus membuat lesson plan, weekly lesson plan, lesson plan migguan. Sebelum mengajar dia harus menyerahkan lesson plan, Nanti dicek sama kepala sekolah, kalau di Indonesia namanya RPP, ples lebih simple sehingga memudahkan guru untuk pengajaran, jadi ada start, middle dan end. Awal, tengah dan akhir. Jadi untuk awal bagaimana, tengah bagaimana, akhir bagaimana.¹³²

The teacher makes the lesson plan one week before teaching on holiday work. As the grade 3 mathematics teacher, “Jadi satu

¹³¹ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, date April 07, 2016/11.10 am – 12.00 am

¹³² Interviewed with Yoyok Amirudin, vice principal of Primary IIS-PSM Grogol Kediri, date March 30, 2016 hour 11.15 am – 12.15 pm

minggu ini kita biasanya buat di hari waktu kita libur, seninnya itu harus sudah jadi. Nah ini nanti untuk pembelajaran yang minggu ini misalkan, aku langsung persiapan ini, ini, ini.”¹³³ In the lesson plan there are 5 main column that is used to fill in the design of learning during the days of active learning. There are 5 active days in one week starting from Monday to Friday. If in a week the teachers just teach these subjects for 3 days, then just fill out the teacher's lesson plan on 3 columns match day teachers teach. As an explanation of the grade 3 mathematics teacher here:

Kemudian kalau lesson plan-nya itu lebih ringkas. 1 minggu membuat 1 kertas. Jadi nanti misalkan ada 5 kolom dan misalkan saya mengajar 1 minggu mengajar cuma 3 kali berarti saya Cuma mengisi 3 kolom. Karena di sinikan cuma 5 hari masuk senin, selasa, rabu, kamis, jumat. Berarti saya mengisi 3 kolom, senin, rabu, dan kamis.¹³⁴

The following are the explanation of the lesson plan parts cited from school documents Mathematics Lesson Plan Primary 3:¹³⁵

a) Identity Column, consist of department which housed mathematics, name of HOD, coordinator name, teacher name, timetable, class, learning source, time (week, term, year), timetable (day, date, hour, period). Grade 3 get 6 periods teaching hours with two periods of each meeting, each period lasts about 30 minutes. The following explanation of the mathematics teacher of class 3:

¹³³ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016 hour 11.10 am – 12.00 am

¹³⁴ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016 hour 11.10 am – 12.00 am

¹³⁵ School Document, Lesson Plan Mathematics Primary 3, page. 1

Kalau lesson plannya bentuknya seperti ini, ini sama departemennya kebetulan saya HOD-nya, teacher-nya saya, subject-nya math, periodenya berapa. Kalau ini periodenya kalau math-nya kelas 3 ada 6 periode, jadi setiap pertemuan 2 periode, 2 periode.¹³⁶

b) Topic/Component (learning topic) consists of material chapter learned by student.

c) Specific instructional objectives (sub topics) consist of students achievement indicators. The indicator purpose should be organized more specific, and should not be more than three goals and achieved every indicator it is reached in every meeting. Grade 3 mathematics teacher exemplifies that on topic time only taught about the past only. This has the purpose to be easier understood. The following statement of Ninik Ria Herawati, S. Pd as the grade 3 mathematics teacher:

Maka yang saya isi cuma ini, bagian ini saja, kemudian topik dan komponennya disini, kemudian bawahnya ini kayak indikatornya, indikatornya ini diusahakan tujuannya harus lebih spesifik, dan tidak boleh lebih dari 3 tujuan. Jadi kita harus lebih spesifik setiap kali ngajar kegiatan itu harus tercapai-tercapai. Jadi misalkan hari ini aku kan tentang jam, tapi ya cuma past aja. Jadi spesifik past, anak-anak udah ngerti, baru besoknya lagi aku tambah lagi gitu. Jadi tidak semua, maksimal 3 seperti itu.¹³⁷

d) Brief lesson description start from start, middle, and end. At the start of the teachers conducting the prayers, ice breaking, given

¹³⁶ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

¹³⁷ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

previous learning material. As the grade 3 mathematics teacher explanation here:

Kemudian ada start-nya, diusahakan anak-anak itu setiap pergantian pelajaran itu pasti ada doa, persiapan gitu. Itu setiap hari ada. Kemudian nanti biasanya aku ada ice breaking juga kayak tadi yang hujan itu, biar mereka lebih fokus, lebih siap ke materi selanjutnya. Kemudian recall materi, biasanya nanti di start.¹³⁸

Activities at the middle (core) depend on each teacher and adjust on the material taught. As revealed by the grade 3 mathematics teacher, “Jadi intinya ini tergantung pada teachernya kalau inti pembelajaran”.¹³⁹ Then in closing section, teachers and students jointly summarize material that already learned at one meeting (review), then check students achievement on that day, as well as prepare the material for the next meeting. As the grade 3 mathematics teacher statement here:

Biasanya yang aku lakukan di penutup itu, hari ini belajar apa, pengayaan tadi, review, tes-tesnya tadi apa aja, O.. mereka bisa, grup ini, grup ini bisa, mereka udah bisa. Terus kemudian kalau di akhir itu materi besok kan tentang tool gitu kan tak pancing, kejar, nah disitu kita belajar. Jadi mereka nanti siap-siap wah hari ini belajar itu.¹⁴⁰

- e) Teaching aids/media contains descriptions of the learning media used by teacher in class. As statement of the grade 3 mathematics teacher, “Yang ini misalkan kita buat media kita tulis disini di teaching aids media. Jadi misalkan saya tadi, karena mereka kan

¹³⁸ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

¹³⁹ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

¹⁴⁰ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

buat sendiri jadi saya nggak nulis, tapi sebetulnya ada. Bisa dituliskan juga sebenarnya.”¹⁴¹

- f) Multiple intelligences, describes the skills that should be owned by students. For example, interpersonal meaning relation to cooperative, work in groups, and discussion. As statement of grade 3 mathematics teacher, “Terus yang multiple Intelligence itu yang kita tekankan waktu pembelajaran itu. Kalau interpersonal jadi kita kaitannya bagaimana berkomunikasi dengan orang lain. Biasanya berkaitan dengan kooperatif jadi kerja dalam grup, diskusi.”¹⁴²
- g) Character building contains description of character will be built on the material
- h) Follow up (enrichment), is an enrichment activities such as provide additional Homework to students when students have not been completed the task at school and also written the date of collecting time. As the explanation of the grade 3 mathematics teacher, “Kita ada homework tambahan. Nanti kita tambahkan disini, ada PR untuk halaman sekian-sekian dikumpulkan sekian, atau nanti anak-anak belum selesai, lanjutkan di rumah dikumpulkan tanggal sekian. Nanti ditulis disini.”¹⁴³

¹⁴¹ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016, hour 11.10 am – 12.00 am

¹⁴² Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016, hour 11.10 am – 12.00 am

¹⁴³ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016, hour 11.10 am – 12.00 am

- i) Remark and review, consist of reviewing back through learning activity at that day, such as the deficiency and the solution. So that it can used as guidance for the next learning. Here is the statement of grade 3 mathematics teacher:

Kalau yang remove ini biasanya kita kayak instropeksi sama diri kita. Pembelajaran hari ini anak-anak kurang efektif. Misalkan nanti dilihat, misalkan nanti teacher lain tiap ganti tahun mereka bisa belajar. Kalau pakai metode ini hasilnya seperti ini karena ini, ini. Lebih baiknya seperti ini, ini. Bisa kita tuliskan di sini.¹⁴⁴

- 4) Student Academic Target, is percentage of student achievement target on a year. It listed on year over all target column in action plan ., “Ya yang itu tadi, yang di action plan bagian atas yang ada persen-persennya tadi.”¹⁴⁵

The planning of Mathematics learning especially on Primary 3 IIS-PSM Kediri consist of view steps, such as: 1) Teacher make draft of action plan as guidance of mathematics learning determinant, make Scheme of Work, make weekly lesson plan based on Scheme of Work and decide student academic target based on the result of student achievement on one year learning before.

¹⁴⁴ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016, hour 11.10 am – 12.00 am

¹⁴⁵ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am

**Table 4.2 The Planning of Mathematics Learning Primary 3
Primary Islamic International School Pesantren Sabilil Muttaqien Kediri**

No	Part	Kind of Plannings			
		Action Plan	SOW (Scheme of Work)	Lesson Plan	Student Academic Target
1	Definition	Annually draft about mathematics program learning	A sequence of matter one learning year (guidance to make lesson plan)	Planning of learning activity	The percentage prediction of student achievement one year latter
2	Content	<ul style="list-style-type: none"> • School Priorities • Coloum of identity • Year overall target • Programme (Core programme, programme, development, development) <p style="text-align: center;"><i>supportive Resource staff</i></p>	-	<ul style="list-style-type: none"> • Coloum of identity • <i>Topic/Component</i> • <i>Specific instructional objectives</i> • <i>Brief lesson description</i> • Teaching aids/media • Multiple intelligences • Character building • Follow up activity • Remark and review, 	-

**Table 4.2 The Planning of Mathematics Learning Primary 3
Primary Islamic International School Pesantren Sabilil Muttaqien Kediri**

No	Part	Kind of Plannings			
		Action Plan	SOW (Scheme of Work)	Lesson Plan	Student Academic Target
3	Time of Making	Before learning year start	Annually	One week make once before	One year
4	Time of Using	One year (every program have time self)	One year	One week (one coloum per meeting)	One learning year and reviewed every term
5	Maker	Subject teacher	Available on Cambridge	Subject teacher	Subject teacher

b. The Process of Learning Mathematics Based on the Cambridge Curriculum in Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The process of mathematics learning at IIS-PSM Kediri used contextual learning by the goal of learning done can be applied in everyday life. As the statement of the Principal of IIS PSM-Kediri,

...Tapi kalau di kita pembedanya adalah apapun itu harus dalam bentuk kontekstual, harus diaplikasikan dalam kehidupan sehari-hari... Akhirnya model pembelajaran yang kontekstual, yang active learning ini tidak hanya kita aplikasikan di ketiga itu, tetapi juga di keseluruhan mata pelajaran yang lain.....¹⁴⁶

Similar statement also stated by Galih Dikhtya B.S. on profile video of IIS-PSM Kediri below:

Materi pembelajaran benar-benar relevan dan memiliki konteks dengan kehidupan sehari-hari. Dapat diteliti dan diperdalam dengan mudah dengan beraneka ragam aktivitas, pendekatan, peralatan, teknologi pendidikan yang bersifat konvensional maupun modern. Visualisasi yang secara kontekstual ini akan meningkatkan pemahaman dan pengetahuan peserta didik sehingga pembelajaran lebih bermakna.¹⁴⁷

On that statement, Galih Dikhtya B.S. also added, implementing contextual learning will improve understanding and knowledge of the students so it will be learning that is more meaningful. The following are the exposure of mathematics learning process grade 3 Primary IIS-PSM Kediri:

1) Student-Centered Learning Approach

Mathematics learning at IIS-PSM Kediri used student centered approach with the goal is provide active students, enthusiastic and

¹⁴⁶ Interviewed with Budi Setyo Margono, Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date 30 Maret 2016 hour 09.15 am – 10.05 am

¹⁴⁷ G. Dikhtya B. S, *Contextual*, Video Profile IIS-PSM Kediri 2015-2016

have a high curiosity because students involved directly into fun learning. As the statement of grade 3 Primary mathematics teacher, “Kita mengacukan pada student centered, jadi siswa yang lebih aktif kemudian dibuat pembelajaran yang seru yang pastinya melibatkan siswa itu lebih aktif, lebih antusias dan rasa ingin tahunya itu lebih tinggi.”

This statement also stated by Hudan Ngisa Anshori, S.Pd.I guru SD IIS-PSM Kediri pada dokumen sekolah video profil IIS-PSM Kediri tahun 2015/2016 berikut ini:

Pembelajaran menggunakan pendekatan student centered dimana siswa sebagai subyek pembelajaran yang secara aktif mengembangkan bakat dan minat yang dimilikinya serta mampu mengkonstruksi pengetahuan dan keterampilannya sesuai dengan kapasitas dan tingkat perkembangan berfikirnya.¹⁴⁸

Ninik Ria Herawati also explained that on student centered approach, the teacher only acted as a facilitator. It means that teachers facilitate students learning activities, teach students to provide meaningful learning experiences to students. Teachers did not allowed to dominate the students learning activities. The following are interview result with Ninik Ria Herawati, S. Pd as the grade 3 mathematics teacher IIS-PSM Kediri, “Kita mengacukan pada student centered, jadi siswa yang lebih aktif kemudian dibuat pembelajaran yang seru yang pastinya melibatkan siswa itu lebih aktif, lebih antusias dan rasa ingin tahunya itu lebih tinggi.”¹⁴⁹

¹⁴⁸ Hudan Ngisa Ansori, *Student Centered*, Video Profil IIS PSM Kediri 2015-2016

¹⁴⁹ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, date March 30, 2016 hour 10.20 am – 11.00 am

This statement also stated by Hudan Ngisa Anshori, S.Pd.I teacher IIS-PSM Kediri on school document of IIS-PSM Kediri profile video 2015/2016 below:

Intervensi guru diperlukan sebagai fasilitator untuk membantu mengaitkan pengetahuan awal yang dimiliki siswa dengan pengetahuan baru yang akan dipelajarinya. Juga sebagai pembimbing untuk membantu siswa menemukan kesulitan dalam proses kontruksi pengetahuan dalam posisinya siswa diberi kesempatan belajar sesuai dengan cara dan gaya belajarnya masing-masing.¹⁵⁰

IIS-PSM Kediri used student centered approach on the learning process, especially on mathematics. By adopting this approach, it is expected students can be active to develop talents and interests which have and may construct their knowledge and skills in accordance with the capacity and thinking level development. The teacher only acted as a facilitator. It means that teachers facilitate students learning activities, teach students to provide meaningful learning experiences to students.

2) Learning Strategies

a) Group Learning Strategy

Mathematics learning activities in Primary IIS-PSM Kediri implemented group learning strategy. Group learning strategy is implemented on almost all the learning activities in the IIS-PSM Kediri. Learning done with emphasis on cooperation between individual and the environment.

¹⁵⁰Hudan Ngisa Ansori, *Student Centered*, Video Profil IIS PSM Kediri 2015-2016

Collaborative learning environment being conditioned, like doing project in a group. It aims to stimulate the potential of each learner develop because they will learn to work together to lead and run the personal and social responsibility proportionately. Students will also learn to coordinate to set the standard or objective will be achieved together. Group learning strategies can foster social sensitivity, adaptability, empathy and respect for different perspectives. This is the explanation of Galih Dikhtya B.S. on a profile video of IIS-PSM 2015/2016 as follows:

Hampir setiap kegiatan dengan guru sebagai fasilitator. Pembelajaran dilakukan dengan mengedepankan kerjasama antara individu dengan lingkungan. Pembelajaran yang dikondisikan menjadi lingkungan yang kolaboratif misalnya pembuatan proyek bersama dalam kelompok. Kolaborasi ini akan merangsang potensi masing-masing peserta didik berkembang karena mereka akan belajar bekerja sama memimpin dan menjalankan tanggung jawab pribadi maupun sosial secara proporsional. Di samping itu mereka juga akan belajar berkoordinasi untuk menetapkan standar ataupun tujuan yang harus dicapai bersama. Dalam kolaborasi ini juga memupuk kepekaan sosial, adaptasi, berempati dan menghormati perspektif yang berbeda.¹⁵¹

The statement above proved by the observations result done by researcher of three meetings learning activities on class and mathematics morning activity used the group learning strategy. Below is an excerpt of the learning conversation on April 7, 2016 on indicator “Tell the time in hours and minutes using the picture of a clock” while teacher instructed to make hours in a group, as follows:

¹⁵¹ Galih Bunga Dikhtya S., *Collaboration*, Profile Video of IIS PSM Kediri 2015-2016

Guru: Okay we need only ten minutes, we need only ten minutes to make a clock, so please do it together in your group. Okay the first please open your paper and then cut into square, or cut into circle. Okay, I will count until twenty, you must finish. please do it now!¹⁵²

It also supported by the learning picture below:



Figure 4.6 Student made a clock in a group¹⁵³

Mathematics learning activities on April 20, 2016 was also used group learning strategy. The following is an excerpt of the mathematics learning conversation containing about teacher when doing pre-teach with explained the steps work worksheet in Group and class:

Guru: For today, I will divide you in group, in pair, berpasangan

Siswa: Yeyy...grup, grup...Ustadzah grupnya milih sendiri.

Guru: Okay, you can choose! (3 Siswa laki-laki dengan bakat kinestetik langsung berlarian menuju kelompok yang diinginkannya)

Guru: But, before that you must sit first, 1, 2, 3 hap. Rozaki, Rio, Rio, okay you do it in group, I will explain you what duty is I will share to you. This is worksheet, this is worksheet (sambil menunjukkan worksheet yang akan digunakan di depan siswa). You know this is the picture is the boy sleeps, and then this is?

Siswa: Wake up¹⁵⁴

¹⁵² Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

¹⁵³ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

¹⁵⁴ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00am -11.00am

It also supported by the learning picture below:



Figure 4.7 Student did the task in a group after interviewing teachers and staffs¹⁵⁵

Mathematics activities morning activity using the strategy of group learning as explanations of mathematics grade 3 teacher of IIS-PSM Kediri who accompany the researcher when activity takes place as follows:

In morning activity, the method is grouping. Metodenya kita pakai yang campur P1, P2, P3, P4. Jadi materinya mereka bisa tukar. Kadang kita ambil materinya kelas 1, kelas 2, kelas 3, kelas 4. Iya, jadi misalkan kita pakai materi P1, yang besar ngajarin. Kalau kita pakai materi P4, yang P1 bisa lihat. Jadi punya gambaran, oh dulu pernah begitu.¹⁵⁶

The following are the figure of mathematics morning activity:

¹⁵⁵ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00am -11.00am

¹⁵⁶ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am



Figure 4.8 Student tried to make cube in a group by cutting the cube net and set it as a cube¹⁵⁷

b) Visual-image Strategy

The visual-image strategy used by the grade 3 mathematics teacher at a meeting on April 20, 2016 through the worksheet handed out to students. Teacher used pictures of daily activities of students start from waking up to go to bed. From the picture, students asked to seek time duration of first picture to second picture below (left to right):

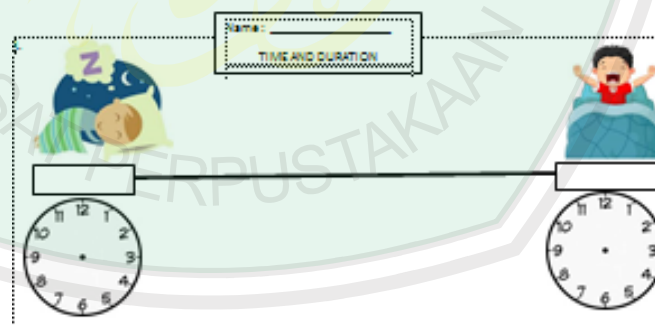


Figure 4.9 Worksheet duration topic time¹⁵⁸

¹⁵⁷ Documentation of mathematics morning activity, IIS-PSM Kediri, date April 19, 2016 hour 08.00 am – 08.32 am

¹⁵⁸ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00am -11.00am

Learning activity on April 20, 2016 also use visual images in the strategy explained the mathematics material as pictures observations below:

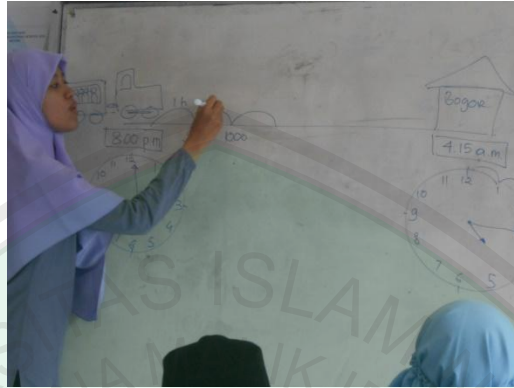


Figure 4.10 The visual-image strategy on topic time at explanation activities of mathematics concept¹⁵⁹

c) Applied Learning Strategy

Applied learning strategy realized through market day activity. Market day is applied mathematics learning activity, which students asked to practice addition, subtraction, volume, shapes, 3D shapes through the activities of buying and selling. The concept of market day is different every year. In the previous year, market day activity stand on its own without joining with other activities and uses the name of the Market Day. Whereas this year, market day activity joined with science day and organized in a single event by the name of “IIS Fair”. As the grade 3 mathematics teacher explanation here:

Kalau market Day kita konsepnya tiap tahun beda. Kalau yang tahun kemarin, anak-anak dibagi menjadi beberapa

¹⁵⁹ Documentation of mathematics learning grade 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00am -11.00am

tema, jadi ada beberapa corner gitu kan. Nanti tiap kelas itu kita bagi grup kelasnya campur. Tapi untuk yang tahun ini market day nya itu dibuat berbeda. Kalau yang tahun kemarin itu kan yang 3 kelas dicampur. Tapi yang tahun ini kita gabung di IIS fair. Jadi kombinasi dengan beberapa kegiatan yang lain. Sciences day, itu hanya kelas 4 semua. Itu kan ada 4 corner, itu kelas 4 semua. Tapi temanya beda, yang ini benda gas, yang ini benda cair.¹⁶⁰

The implementation of the market day of the academic year 2015/2016 divided 3rd grade students into four groups with 4 corners (stand) consisting of 4 themes: traditional food, modern food, souvenirs as well as mathematics. Each student given a form to record the sale proceeds, income and profit. As a statement of Ninik Ria Herawati, S.Pd here:

Kebetulan yang di market day nya kita pakai yang kelas 3. Yang kemarin itu ada 4 corner, yang pertama makanan tradisional, minuman sama makanan yang modern terus ada souvenir juga. Satu lagi itu, math aid kayak game-game math. Kemudian nanti yang mereka jual itu harus sesuai dengan temanya. Misalkan tradisional, jadi mereka jualnya traditional food. Nanti dikasih form jual beli yang beli ini, keuntungannya berapa. Itu semua dicatet.¹⁶¹

Students selling food as modern application of weight and volume of material with the goods sold is as cookies and ice cream are weighed using grams, ounces. at corner 1. On the corner of 2, traditional food as the application material shape with goods that are sold in the form of a triangular pie, onde-onde, etc. As the following statement:

¹⁶⁰ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am

¹⁶¹ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am

Kita kemarin itu pakai yang ini, pakai gram-graman, terus materinya kan masih berat, tambah volume, jadi mereka itu jualan makanan yang ditimbang-timbang gitu terus ice cream nya pun yang ditimbang gitu, on-onan, kita pakai konsep itu. Terus yang makanan tradisional karena bingung kan gak bisa dihitung pakai gram, jadi yang kita pakai itu bentuknya, shape. Jadi traditional grup, trus nanti ada lagi, kue-kue limas, onde-onde.¹⁶²

Students sold souvenirs as the application of 3D Shapes material by using 3D wrap on souvenirs at the corner 3. On the corner 4, mathematics aid is contains mathematics games as the application of the material already learned. Each group has a companion teacher guide when preparing for the preparation activity took place as the grade 3 mathematics teacher explanation here:

Kalau yang souvenir kemarin itu, anak-anak jualan, yang kita pakai bungkusnya itu, bungkus tiga dimensi. Itu nanti ada teacher guide nya, jadi setiap grup itu nanti ada teachernya, satu bantu, konsepnya begini, kalau beli minuman itu per liter, satu mililiternya berapa, 1 mili liter harganya seribu, kalau sekian liter harganya berapa. Jadi mereka sekalian belajar volume.¹⁶³

The picture below is one of example of student activities on market day:



Figure 4.11 Student sold food as the application of 3D shapes material¹⁶⁴

¹⁶² Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am

¹⁶³ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 19, 2016 hour 08.00 am – 08.32 am

¹⁶⁴ School document, IIS Fair 2016 Documentation, Primary IIS-PSM Kediri

3) Learning Methods

Mathematics learning implemented in IIS-PSM Kediri used various methods and adapted to the material taught, as already described in the previous sub chapter.

a) Demonstration Method

Demonstration method applied at learning meeting on April 7, 2016 for the topic “Tell the time in hours and minutes using the picture of a clock”. In this activity especially on guiding activity, students are guided to make clock made from manila paper color, straw, and needle. Students do the task enthusiasm because after the teacher gives instruction, immediately students towards go to their group. Some group did it on the floor and also did it on the bench. Student’s assignment steps are as follows:

(1)The first step (cut paper). On this first step, teacher instructed to open the paper that they bring, and then cut it into rectangles or circles. Here is the instruction that said by teacher in the first step:

Guru: Okay we need only ten minutes, we need only ten minutes to make a clock, so please do it together in your group. Okay the first please open your paper and then cut into square, or cut into circle!
Okay, I will count until twenty, you must finish. please do it now!¹⁶⁵

(2)The second step (writing numbers on the clock). The teacher instructed to write four numbers in advance, includes: 12 above, 6 under, 3 on the right, and 9 on the left. Then continued with

¹⁶⁵ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

wrote the numbers 1, 2, 4, 5, 7, 10, and 11. Teacher gave 10 minutes to do. Here is the instruction that said by teacher in the second step:

Guru: Okay don't touch anything, don't touch anything, don't touch anything. The group must finish!

Siswa: Yes, yes ustadzah

Guru: Okay the second is... the second please write the number using your pen or spidol. Write about this number. Twelve in the top, and six in the down, three in right side, and nine in the left side...

Okay, you can continou with number one, number two, four, five, seven, eight, ten, and eleven.¹⁶⁶

(3)The third step (create a short line in the figure). Teacher instructed students to create lines using a marker and gave example while giving instruction. As shown in the following snippet:

Guru: Okay the third.. With your spidol, give short line, give short line beside the number. Short line, short line, short line, short line beside the number (sambil mencontohkan di papan tulis).¹⁶⁷

(4) The fourth step (give the dot at). In this step, teacher instructed to give the dot at the 12 numbers starting from the heading number 6 with 8 points. Students may use color markers when writing out the dot. Here is the instruction that said by teacher in the fourth step:

Guru: Okay, the fourth step, please give only dot. What is it dot?

Siswa: Titik

Guru: Titik, that's good. One, two, three, four, one two three four. (Sambil memberikan contoh di papan tulis)

¹⁶⁶ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

¹⁶⁷ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

Guru: You can use the different colour of your spidol!¹⁶⁸

(5)The fifth Step. The fifth step is the last step in making clock. In this step, the students asked to take a straw and divide it into two parts, long straw and short straw. The straw used as hour needle and minute needle. Then combine them into one and plugging in clock using a needle. Here is the instruction that said by teacher in the fifth step:

- Instruction 1

Teacher: The fifth step, the fifth step is... Now please take your straw. We will devide the straw into two parts. The first is short straw and then the second is long straw. We will use it for time, hour and minutes. Jarum jam dan jarum menit.¹⁶⁹

- Instruction 2

Teacher: Now combine this straw and then give the needle, if finish like that and then just put it in your clock. Silakan tancapkan jarum di jam. Okay like that. The straw and the needle (sambil memperagakan di depan siswa)¹⁷⁰

The method was applied to mathematics learning demonstrations on making activities, where the teacher gives instructions and examples to the students about the steps make a hour. Teacher also demonstrated how to determine time and tell the time in hour using past time as the learning figure below:

¹⁶⁸ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

¹⁶⁹ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

¹⁷⁰ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am



Figure 4.12 Teacher demonstrated how to determine time and tell the time in hour using past time¹⁷¹

b) Interview Method

Observation result done by researcher on April 20, 2016, mathematics learning done by the interview method in a group. Teacher did not describe the topic “Time” because the matter on the day is practice activity of the matter before.

After the guiding stage, teacher directly asked students to practice by interview method in a group but the writing on the worksheet remains individually. Student’s task was asked to other people such as teacher and staff, about their time when doing activities according the pictures on the worksheet from first activity to second activity every number and calculated the duration. Seen a group of students conduct interviewed with administration staff, several groups asked the teachers in the teacher's room and some of them interviewed the researcher. Teacher observed each group to inspect and guide students work. Students enjoyed the outside activities by working on the school patio, in the living room and

¹⁷¹ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 07, 2016 hour 11.00am -12.00am

there were some group interviewed teacher on the window.¹⁷² The following are the figure of student when interviewing teacher and staff:



Figure 4.13 Student interviewed administration staff¹⁷³



Figure 4.14 Student interviewed teacher on the window¹⁷⁴

c) Problem Solving Method

Observations of researchers on April 21, 2016, indicate that teacher used the problem solving method in mathematics learning.

This method used on the topic of time and the matter of word problem. Students asked to solve the story problem at workbook

¹⁷² Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00 am -11.00 am

¹⁷³ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00 am -11.00 am

¹⁷⁴ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 20, 2016 hour 10.00 am -11.00 am

and also reserved a story problem given verbally by teacher assisted color images used by teacher.¹⁷⁵ As the following figure:

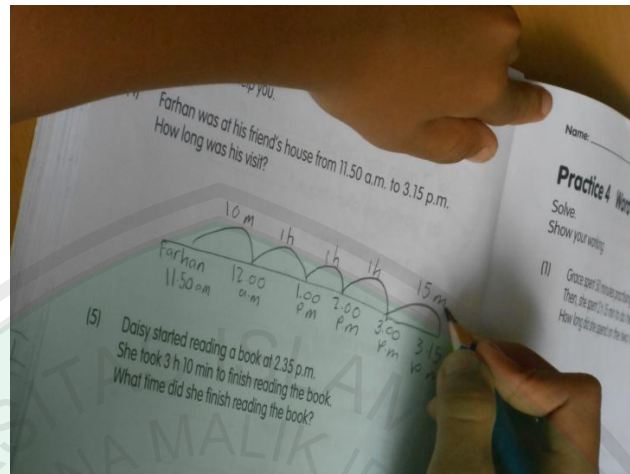


Figure 4.15 Example of story problem on workbook and the solving that do by student¹⁷⁶

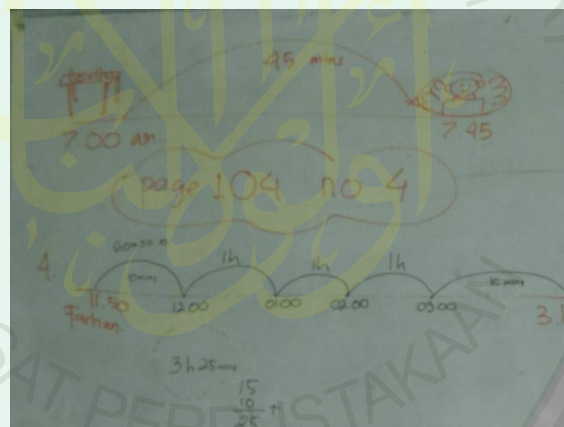
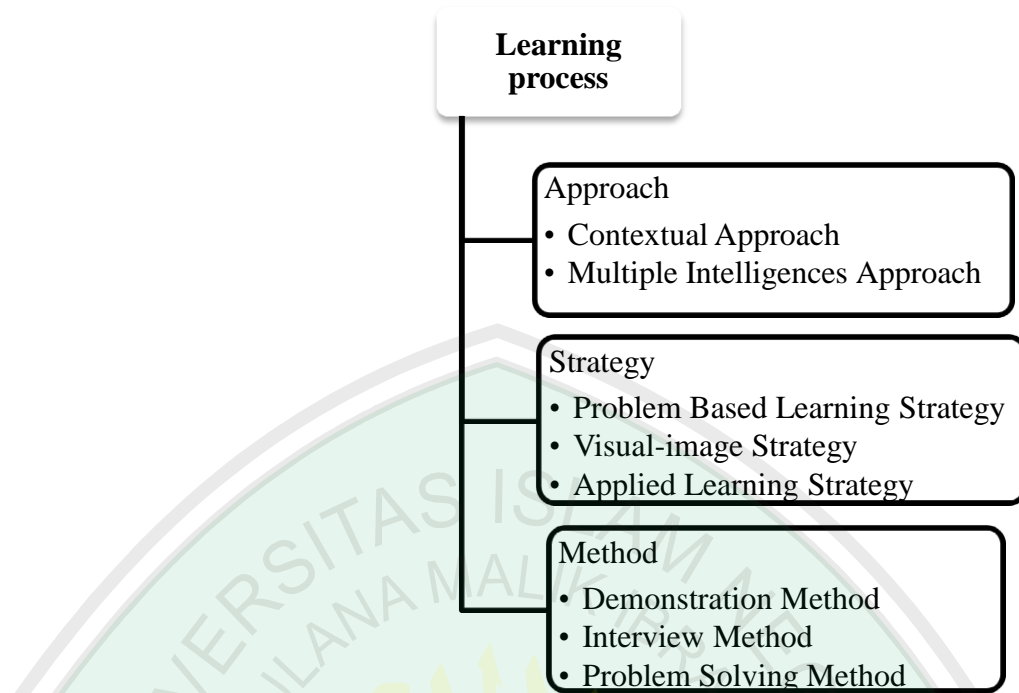


Figure 4.16 The problem solving of story problem¹⁷⁷

¹⁷⁵ Observation of mathematics learning Primary 3, IIS-PSM Kediri, date April 21, 2016 hour 10.00 am -11.00 am

¹⁷⁶ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 21, 2016 hour 10.00 am -11.00 am

¹⁷⁷ Documentation of mathematics learning Primary 3, IIS-PSM Kediri, date April 21, 2016 hour 10.00 am -11.00 am



c. The Evaluation of Mathematics Learning Based on Cambridge Curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The evaluation of mathematics learning in Primary IIS-PSM Grogol Kediri used authentic assessment. Authentic assessment is the assessment thoroughly covers all aspects, cognitive, affective and psychomotor. As the grade 3 mathematics teacher statement here:

Iya menggunakan penilaian autentik. Ya meliputi semua aspek dalam kognitif, afektif, dan psikomotor.¹⁷⁸

The similar statement also stated by Vice Principal of Curriculum of IIS-PSM Kediri. The Vice Principal of Curriculum of IIS-PSM Kediri also added, authentic assessment consist about assessment of learning process, observations in the classroom, activeness, portfolio, project,

¹⁷⁸ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, May 24, 2016 hour 08.45 am – 10.00 am

task, and write exams where there is a separate form each assessment. As the statement of Yoyok Amiruddin, M.Pd.I, “Iya, menggunakan penilaian autentik, mulai dari proses pembelajaran, pengamatan di kelas, keaktifan, portofolio, tugas, project, dan ujian tulisnya. Ada form tersendiri untuk penilaiannya.”¹⁷⁹

Vice Principal of Curriculum IIS PSM-Kediri added that authentic assessment is considered a fair assessment for students because students are not only assessed on one condition only. By the statement, “Sehingga adil kepada siswa, kalau hanya ujian nggak adil, kadang dia emosinya cepat, kadang kondisinya kurang baik.”¹⁸⁰

The application of the assessment divided into two parts. As listed on the school's instructional document mastery, the evaluation phase consists of check and act. Check is the checking stage, assess students learning achievement in class. While the Act is the follow-up activities of the check activity result. The following are the explanation of booth stages:

- 1) Check, this stage has a number of important points that must be made included:
 - a) Class observation,

Is the stage of observing students learning behavior which done by teacher at the time of learning. To facilitate teachers in the process of observation, teachers students categorize into 3 tiers

¹⁷⁹ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 at 10.15 am - 10.45 am

¹⁸⁰ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date May 23, 2016 at 10.15 am - 10.45 am

called "HAMALA". Abbreviated HAMALA i.e. HA = High Achiever, MA = Middle Achiever, and LA = Low Achiever.

High Achiever is the category for students who have the resources to catch a quick and easy to understand. Then the middle category is the achiever, where students need guidance in several times to understand the subjects. And the last, low achiever is the lowest category, where children constantly need guidance in understanding a subject. So that the submission of material is adjusted to the level of those levels. Each level can be increased through conditioning-conditioning performed by the teacher to the students. The following description of the Curriculum about Waka "HAMALA":

Disini anak kita kategorikan 3 level "HAMALA". HA itu High Achiever, MA itu Middle Achiever, terus LA itu Low Achiever. Jadi high achiever dimana anak daya tangkapnya cepat terus mudah memahami, ya di atas rata-rata temannya lah. Terus yang kedua ada middle achiever dia tengah-tengah, jadi butuh beberapa kali untuk memahami sebuah mata pelajaran. Dan yang terakhir ada low achiever. Nah ini yang paling kita tingkatkan. Low achiever bisa meningkat pada middle achiever. Jadi saat mengajarpun di lesson plan, di RPP itu juga diterangkan bagaimana nanti bagaimana model pembelajarannya yang LA, nanti bagaimana aktivitasnya yang di LA, apakah di dalam kelas, di luar kelas juga ditingkatkan.¹⁸¹

Grade 3 mathematics teacher added, students with high achievement category have higher capture power at the moment of learning compared to 2 categories below it. Surely she's faster understanding and faster completion of the work reserved. When he quickly finished, the teacher provides the students continue

¹⁸¹ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 11.15 am – 12.15 pm

working on the problem in the next page. Usually teachers also provide reserved challenge grades more difficult problems such as the Olympics to students with high achievement category. They worked on while waiting for students with low achievement category is complete. Later will be discussed together. As the grade 3 mathematics teacher statement here:

Biasanya ya kita kalau di pembelajaran, biasanya kita bilang oh kamu boleh melanjutkan halaman selanjutnya, boleh. Atau kita biasanya, kalau aku karena sudah kelas 3 kadang di awal materi itu aku ngasih yang namanya apa itu.. tambahan soal yang tingkatannya lebih sulit. Jadi yang biasanya dikeluarkan di Olimpiade, itu kadang-kadang aku keluarin. Jadi ketika mereka uda free tetapi ada soal olimpiade berkaitan dengan topik itu, aku nyuruh mereka ngerjakan.... Mereka otak-atik dulu. Nah sambil menunggu itu misalkan yang High atau penangkapannya lebih tinggi itu kan mereka sudah selesai, kita berikan tantangan juga. Jadi nanti sambil menunggu yang Low, nanti kita bahas sama-sama. Jadi kemarin itukan ada soal ini, ini, dihitung nanti dibahas.¹⁸²

Vice principal of curriculum IIS-PSM Kediri added that at the time of the evaluation process, the teacher took a sample of students from the categories. Then taken the average observed and whether students are able to understand the learning well. If it is, then it can be inferred that the learning that teachers already implemented successfully. As the following statements:

Nah evaluasinya bagaimana? Guru harus bisa memilah di saat terakhir harus diambil high achiever 2, middle achiever 2, low achiever 2. Sehingga diambil rata-rata kalau bisa memahami maka sukseslah pembelajaran tadi. Tapi begitu

¹⁸² Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary IIS-PSM Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

ketemu yang low achiever kog belum paham, berikutnya di ulangi lagi evaluasi.¹⁸³

Class observations can also be done by observing the activity of students. If a student has a spirit that is decreased, then the teacher should find out the cause through discussions with the school i.e. Form Teacher (homeroom) or with caregivers through combook given on Friday and returned on Monday when entering the school. The book is the liaison of teachers and parents to give or receive information about development of the students. As mathematics teacher's statement follows:

Kemudian kalau dilihat dari keaktifan, minggu ini anak ini kurang aktif kenapa, apakah karena materinya, apakah mereka ada problem apa, nanti kita diskusi dulu sama FT-nya. Apakah anak ini gini, gini, di pelajaranmu juga kenapa dia gini. Kita kan ada Combook, jadi kita tahu buku penghubung dengan orang tua. Anak ini terlihat tidak semangat minggu lalu karena memang orang tuanya nggak ada di rumah, ada tugas diluar, jadi kita tahu, kita paham kondisinya.¹⁸⁴

The explanation of Mathematics teacher similiary with vice principal's statement about evaluation through parents. But The vice principal added one more media as connection media between teacher and parents. The media is social media "Whatsapp". Parents may ask and get the information about their child at school and also the development student by this media which there is the chat group on it. The statement as follows:

¹⁸³ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 11.15 am – 12.15 pm

¹⁸⁴ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

Bentuk penghubungnya 1) kita sebut ada bentuknya, jadi itu wali kelas menggunakan namanya FT, Form Teacher namanya. Jadi istilahnya form teacher itu, dia mengampu seluruh kelas. Ya ibunya di kelas lah baik monitor, percakapannya, sikapnya, jadi yang mengatur adalah FT nya itu. Jadi bentuk penghubungnya setiap hari jumat, FT memberikan Comunication book berupa catatan buku, kayak buku penghubung antara orangtua dan guru diberikan hari Jumat. Dibaca di rumah, nanti senin dibawa ke sekolah. Yang kedua melalui WA, Evaluasinya kalau belajar di rumah ada masalah, langsung melalui guru. Dan ini teknologi informasi semakin canggih, kami tidak guru datang ke sana, memang sudah ada grup pakai WA, Kalau ada masalah yaudah, ustadz ini.. melalui agrup WA kelas. Ada grup wa seluruh wali murid di dalam kelas. Grup WA itu dibuat agar orang tua, guru, yang wali kelas atau guru bisa berhubungan dengan baik jika da permasalahan di dalam kelas. yang ketiga melalui telepon. Itu aja.¹⁸⁵

b) TOS, Assessment

TOS (Table of Specification) if in Indonesia is latticework of test. Ninik Ria Herawati, S.Pd asgrade 3 mathematics teacher explained about the procedures on making TOS, as follows:

1) Make topic list, this coloum consist of departemant name.

Mathematics is on Mathematics and Science department. In IIS-PSM Kediri there are 3 departement, such as: Mathematics and Science (mathematics, science dan ICT), Language and Humanity (English, Indonesian, PKN, IPS), Alqis (Al-Quran Studic, dan Arabic.). As the statement bellow:

Yang pertama kita buat ini dulu, topic list nya. Nanti di kopnya itu uda ada department apa, Nah yang disini kan ada 3 departemen. Math science, L and H (Language and Humanity), sama yang terakhir Alqis. Alqis, nah alqis itu Al-Quran, Al-Quran Studic, sama Arabic. Jadi yang berkaitan dengan agama Islam. Kalau

¹⁸⁵ Interviewed with Yoyok Amirudin, vice principal of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 11.15 am – 12.15 pm

ini Math and Science. Terus subject-nya yang Math and Science kan ada 3 yang masuk di departemen ini, math, science sama ICT. Nah ini untuk subjectnya adalah math, untuk levelnya P3, untuk examination yang term 2 misal, term 3 or term 4. Nanti yang subject teacher siapa namanya.¹⁸⁶

2) Determine the topic and sub topic, as the explanation bellow:

Topic nya di sini, nah ini nanti sub topicnya (sambil menunjukkan TOS). Jadi misalkan nanti aku ngeluarin yang topicnya dikelas 3 number 2 ten thousand, kemudian yang saya keluarkan nanti berkaitan dengan test value number pattern. Jadi sub topicnya. Baru kemudian saya menyusun disini.¹⁸⁷

3) Determine the latticework and the criteria of questions difficulty:

There are 3 sections every questions. First section 10 questions, second section 10 questions, third section 5 questions. Every latticework given difficulty question Category, such as: K for Knowledge, C for Comprehension (depth thinking), and for Application, as the statement bellow:

Nanti kalau itu ada 3 romawi, 3 section. Nah 1 romawi itu, yang ini ada 10 soal. Yang ini 10 soal, yang ini nanti ada 5. Total 20, 25 ini ya harusnya. Nah yang ini nanti nomernya, jadi misalkan K ini untuk yang Knowledge. Jadi misalkan K yang hanya bagian dasar tentang pengetahuan. Misalkan yang mudah dijawab seperti itu. Kemudian C itu untuk yang Comprehension, jadi tingkatan berpikirnya mereka udah lebih tinggi, udah membandingkan, berfikir lebih kritis lagi. Untuk yang A nya itu Application, jadi bagaimana penerapan. Iya, hampir sama seperti itu juga. Nah K-nya mulai kita

¹⁸⁶ Interviewed with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

¹⁸⁷ Interview with Ninik Ria Herawati, Mathematics Teacher of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, April 07, 2016/11.10 am – 12.00 am

susun berapa, berapa. Yang disini kita... Nah nanti diusahakan untuk jumlah tingkat yang A-nya ini yang Aplikasinya ini harus tidak boleh terlalu tinggi. Jadi kalau bisa itu merata atau yang ditingkat sedangnya lebih banyak. Jadi untuk soal nomer 1 cuma ada 1 nomer, yang ini ada 2 nomer berarti 2. Jadi untuk total topicnya itu ada 2 macam disini. Ya seperti itu, nanti yang ini tinggal ditotal saja.¹⁸⁸

Teacher gave example on matter tell the time. Teacher only focus on reading time only. It is an easy question, so teacher gave K category, for question example are “what time is it?”, it serve on clock picture. TOS also examine by Head of Department about the neat, clearly, and the trickster answer. As the explanation bellow:

Nanti misalkan aku yang time itu kan ada beberapa topic, tell the time. Cuma membaca waktu. Nah itu kan termasuk mudah. Kemudian aku misalnya nomer 1.berarti aku nomer satunya nanti menggambar jam, anak-anak baca,what time is it? Sebelum soal itu ke anak-anak, di cek dulu, sesuai nggak dengan tos-nya. Nanti dicek ke HOD-nya, kalau di mathematics saya HOD nya. Nanti dicek ,kalau di math misalkan ini, penjumlahan gitu ya, nanti pengecoh jawaban diusahakan tinggi, misalkan penjumlahan ya, 11ditambah 13 nanti kan jawabannya 24, nanti aku pilihannya selain 24 ada 14. selain itu juga kalimatnya clear, spasinya.¹⁸⁹

c) Markers report

This step is the step of doing evaluation by taking mark.

The kinds of mark such as: daily mark and term mark. This evaluation activity support by discussion among teachers about the

¹⁸⁸ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 07, 2016 hour 11.10 am – 12.00 am

¹⁸⁹ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 21, 2016 hour 12.00 am - 00.10 pm

problem at class and the solution. As the statement of mathematics teacher grade 3 bellows:

Proses evaluasinya kita ambil dari nilai. Disini namanya nilai harian, kemudian ada juga nilai ujian setiap term. Tapi kita juga misalkan setiap hari senin kita kumpul-kumpul bareng, kita diskusi permasalahan apa, bagaimana solvensya, bagaimana menyelesaikannya, jadi diskusi antara gurupun juga perlu.¹⁹⁰

Ninik Ria Herawati, S. Pd added:

Penilaiannya bisa pakek yang dari workbook begitu, ambil nilainya dari workbook, dari hasil prakteknya mereka. Mereka kooperatif nggak, kayak tadi itu kelihatan siapa yang koopertif siapa yang kurang respect kayak gitu. Penilaian dari sikap, kemudian disiplin pengumpulan tugas, terus dari worksheetnya, dari keaktifannya tanya jawab kayak gitu. Evaluasinya diambil dari setiap nilai mereka sama keaktifan mereka juga.¹⁹¹

Both of statements above explained that student mark take from workbook, Practice result, worksheet, and also various mark term, such as test of national curriculum and International curriculum. Every test has assessment, question serving and different report. Term test done two weeks every term, namely one week for national curriculum test and international curriculum test. So that, on one learning year there are eight times term test. Every mark collect related to the curriculum base. As the statement bellow:

Kalau kita lebih mengacu pada internasional. Internasional dan nasional itu penilaiannya beda. Mungkin ada nilai

¹⁹⁰ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 21, 2016 hour 12.00 am - 00.10 pm

¹⁹¹ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 21, 2016 hour 12.00 am - 00.10 pm

ulangan harian bisa kita libatkan ke nasional, tetapi untuk yang internasional ya di internasional. Untuk yang nasional, sebagian nilai ulangan harian dimasukkan ke nasional, kemudian ditambahkan ujian dari nasional juga karena kita juga dapat ujian dari nasional juga. Jadi terkadang itu kita ujiannya itu 2 minggu, 1 minggu untuk internasional dan 1 minggu untuk nasional. Jadi penilaiannya berbeda, hasil raportnya berbeda juga. Iya, tapi terkadang dari UPTD juga ada mid term. Jadi kita juga pernah melaksanakan ujian 8 kali. Dan untuk tahun ini kita melaksanakan ujian sebanyak 8 kali.¹⁹²

The student result from every test will be analyzed the achievement as the statement of Mathematics teacher bellow:

RA itu research analize, RA itu Cuma mengolah data anak-anak, jadi yang mulai ulangan harian, ulangan mid term, ulangan CA 2 itu di formulakan.¹⁹³

2) Act, This step there are some points that have to do by teacher on following up the result of student test:

a) Remedial

Remedial do in the end of term by redo the question that have tested. Then doing discussion between student and teacher, so that teacher may know the difficulty of student. As the statement of mathematics teacher bellows:

Biasanya kita remedial cuma ada di akhir term. Jadi misalkan kayak ujian semester itu ada yang remidi, nanti yang remidi pengerjaan ulang, lalu diskusi bareng dengan teachernya. Jadi diskusi, apa kesulitannya? O.. ternyata seperti ini, ini.¹⁹⁴

¹⁹² Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date March 30, 2016 hour 10.20 am – 11.00 am

¹⁹³ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 21, 2016 hour 12.00 am - 00.10 pm

¹⁹⁴ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 07, 2016 hour 11.10 am – 12.00 am

b) Retest

If the results of remedial, students achievement still do not meet the minimum criteria of achievement, then given a retest to students.

c) Special Intervention

Namely, the giving special attention to students who ketercapaiannya still not meet the minimum criteria of achievement after a retest, then these students will be given special guidance.

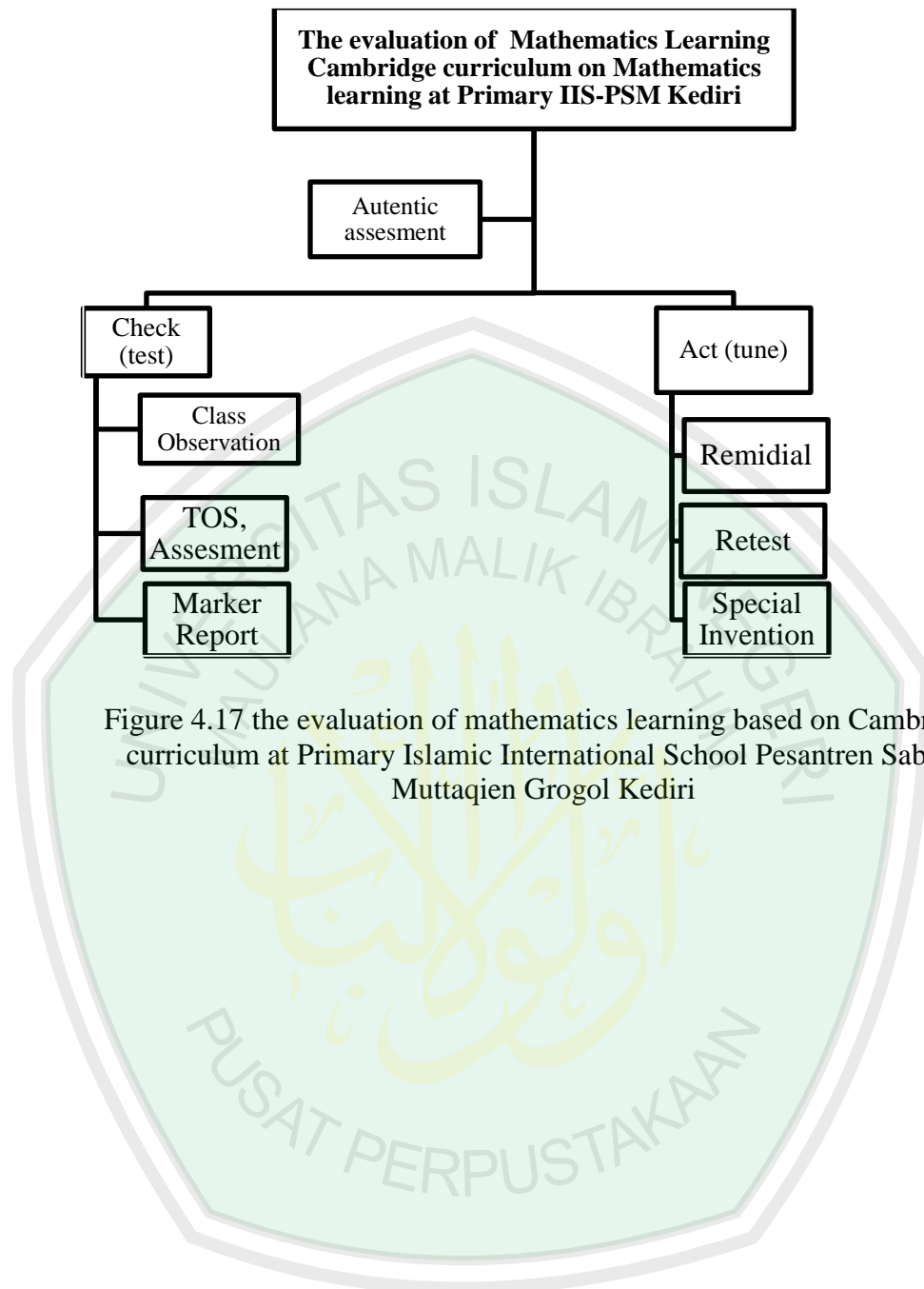
O..perhatian khusus, jadi misalkan anak-anak yang. Misalkan dia remidi, terus kita berikan tes juga, habis itu mereka masih merasa kurang lagi, kita bisa nambahin kayak bimbingan , jadi mereka diajak belajar bareng lagi. Jadi kayak membimbing ulang gitu lo.¹⁹⁵

The guidance can be implemented by calling the student at the time of the morning activity for mathematics activities to guided specifically. As the grade 3 mathematics teacher statement here:

Kita bisa bantu dia, deketin dia. Kemudian pada saat morning activity itu dia dipanggil, kemudian dia kita bimbing sebentar begitu.¹⁹⁶

¹⁹⁵ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 20, 2016/11.05 am – 11.13 am

¹⁹⁶ Interviewed with Ninik Ria Herawati, Math Teacher Primary 3 of Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri, date April 19, 2016 hour 08.00 am – 08.32 am



CHAPTER V

DISCUSSION

A. The Concept of Cambridge Curriculum on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The curriculum concept in terms of its components, consist of four principal components namely the objectives, the content/material, process, and evaluation. According to Zainal Arifin, these components should be compliance, interconnected and dependence, thus forming a system.¹⁹⁷ As the concept of the cambridge curriculum will be spelled out on a sub chapter below:

e. Components of Goals

The application of the cambridge curriculum at Primary IIS-PSM Kediri has several objectives, including:

- a. Institutional goals: provide education in accordance with his age given the ability of information technology and English language proficiency.
- b. Curricular goals: giving an understanding of the basic concepts of mathematics learning through concrete to abstract by practice and teaching activity with material ranging from the basics.
- c. Instructional goals: instructional or commonly referred as an indicator on this mathematics subject contained in school document Scheme of Work (SOW) by the name is learning objectives.

¹⁹⁷ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, (Bandung: Remaja Rosdakarya Offset, 2011), page. 81

According to Zainal Arifin, the component of goals in the curriculum divided into four sections, covering: 1) national educational goals, 2) institutional purposes, 3) curricular goals, 4) common learning objectives and learning objectives of special instructional/objectives (destination of each subject). This is in accordance with the concept of the Cambridge curriculum in IIS-PSM Kediri. However, this school only divide component objectives into three parts, such as: institutional objectives, curricular objectives, instructional goal listed in the action plan and lesson plan.

The component of goal associated with the direction or expected outcome. In the macro scale, the outline of curriculum objectives close related to a philosophy or system of values embraced by a nation. In fact, the formulation of objectives describes a society aspired. As the purpose of the application of the Cambridge curriculum in IIS-PSM Kediri wanted to realize a society with global thinking but still spirited Islam by providing education in accordance with his age namely referring to 21st century education.

f. The Components of Contents

The content component of Cambridge curriculum consists of three subjects: mathematics, science, English. Based on the Cambridge document Cambridge Primary Mathematics Curriculum Outline made by Cambridge International Examination, mathematics have five content sections called strand, include: number, geometry, measurement, managing data, and problem solving.

The content of the curriculum or material fact is in all activities and experiences that are developed and drafted in order to achieve the goal of education.¹⁹⁸ The content of the curriculum includes subjects that should be studied and the contents of the program each of these subjects. The Cambridge curriculum content components as applied to the IIS-PSM Kediri, material on each subject are embodied into programs that support the success of each destination of the materials on the respective subjects. The programs embodied in the document named school action plan made by every teacher subjects.

g. The Component of Process

The 21st century has changed the paradigm of learning in the world, from the paradigm of teaching into a paradigm of learning. On the paradigm of learning, students become the center of learning process. In this regard, the role of the teacher more shifts as a facilitator of learning. UNESCO has outlined this education vision in the 21st century more basic on the learning paradigm. The fourth vision are 1) Learning to think (the knowledge-oriented logical and rational), 2) learning to do (oriented on how to overcome a problem), 3) learning to be self (Character oriented), 4) learning to live together (oriented to be tolerant and attitude of cooperation).¹⁹⁹ So required learning which refers to the concept of the child's thinking ability, higher order thinking skills.

¹⁹⁸ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2011), page. 82-88

¹⁹⁹ *Ibid*, page 122

As the mathematics learning at IIS-PSM Kediri refers to the concept of the child's thinking ability, higher order thinking skills by applying student centered approach and multiple intelligence approach on his education. Mathematics learning also used learning strategies as well as mathematics learning methods adapted to the material being taught.

h. The Component of Evaluation

The Cambridge curriculum evaluation in the IIS-PSM Kediri consists of two kinds of evaluation, including evaluation of teachers and students. External teacher evaluation conducted by Cambridge represented by the Madrasah Irsyad Zuhri Al-Islamiah Singapore as sister school and internally by fellow teachers and principal as well as the evaluation of students consisting of daily evaluation, weekly evaluation, mid-term and a term evaluation from *kemendiknas* (Educational civil institution of Indonesia) and Cambridge, evaluation at the end of the period of learning through Cambridge Primary Check Point.

Evaluation of externally as applied in IIS-PSM Kediri aims to improve the quality of the school so it's really able to implement the curriculum with good to be such as their consultant country. This is because of the quality of each International School is guaranteed with the success of implementing the curriculum thoroughly.²⁰⁰

²⁰⁰ Mudarwan, *Panduan Final Kurikulum SBI* (<https://mudarwan.file.wordpress.com/2010/09/panduan-final-kurikulum-sbi.pdf>, diakses 12 Mei 2016 jam 4:21 WIB), page.1-2

B. The Background of Cambridge Curriculum Implementation on Mathematics Learning at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

Man is the perpetrator of various economic activities in increasing productivity with make the progress of science and technology. The Economist analyze that problems of human resources ability management and the importance of education and training are key in the development economist of the 21st century.²⁰¹ This is in line with the thinking of Dahlan Iskan in preparing Indonesian qualified and independent society in the era of the AEC.

The application of cambridge curriculum in IIS-PSM Kediri effected by Dahlan's thinking who would like to prepare a quality society in the AEC era. Only a qualified society able to survive at that time. Society with a global mindset and still make his personal identity as a Muslim. Development of human resources community centered on the small town which expected later have the equivalent ability with communities of major cities. So expect in AEC era, communities are able to interact with heterogeneous community but still with the soul of Islam and nationalism inherent in him. This ability achieved through the application of cambridge curriculum using english as the instructional language.

Secondly, manifest Islamic international standard school through cooperation with Singapore as a sister school. The application of a foreign curriculum can be enriched with educational standard refers to one of the

²⁰¹ H.A.R Tilaar, *Beberapa Agenda Reformasi Pendidikan Nasional dalam Perspektif Abad 21*, (Bandung: Pustaka Setia, 2012) page 95

OECD Member States and/or other developed countries which have certain advantages in the field of education can be implemented through the following two ways:

1. Adaptation, is adjustment of certain elements that already exist in the national standards of education refers to one of the OECD member states and/or other developed countries which have certain advantages in the field of education;
2. Adoption, is the addition of certain elements which do not yet exist in the national standards of education refers to one of the OECD member states and/or other developed countries which have certain advantages in the field of education.

The school's equivalent of one of the OECD member states and/or other developed countries which have certain advantages in the field of education, namely an international standard school abroad that has maintained the relationship as a "sister school". This is in accordance with one of the additional key performance indicators from the object management assurance international standard schools, that are in a "sister school" relationship with an international standard school abroad.²⁰²

Third, provide quality small-town community by building a school in rural area, as well as Cambridge giving leeway to the School to optimally the value of local wisdom. Each region has potential, needs, challenges and diversity characteristics of the environment. Each region requires an education

²⁰² Mudarwan, *Panduan Final Kurikulum SBI* (<https://mudarwan.file.wordpress.com/2010/09/panduan-final-kurikulum-sbi.pdf>, diakses 12 Mei 2016 jam 4:21 WIB), page.1-2

that suits the area and the experience of everyday life. Therefore, the curriculum must contain the diversity to produce graduates that are relevant to the needs of regional development.²⁰³

C. The Implementation of Mathematics Learning Based on Cambridge Curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri

The implementation of mathematics learning based on Cambridge curriculum in IIS-PSM Kediri refers to the School Masteries. Implementation of the learning of mathematics related to 2 of the draft, namely, instructional masteries and personal masteries. Instructional masteries arrange the running of learning proses ranging from planning to evaluation. As for personal masteries, only action plan explained, because the action plan is a guide of individual teacher in implementing the learning in the classroom as well as supporting activities in the exercise of mathematics learning.

d. The Planning of Mathematics Learning Based on Cambridge Curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri

A good teacher will try as far as possible in order to succeed the the learning optimally. One factor that could bring success is teacher always makes lesson plan before. In outline, lesson plan has aims to direct and guide the activities of teachers and students in the learning process. As expressed by Sagala (2003) that: the learning objective is not just mastery of

²⁰³ Sholeh Hidayat, *Pengembangan Kurikulum Baru* (Bandung: Remaja Rosdakarya Offset, 2013), page 93

fundamental principles, but also develop a positive attitude towards learning program, researching and finding the problem solving learning. Ideally, the goal of lesson plan is to master fully planning materials and teaching materials, methods and the use of tools and equipment, delivering learning curriculum on the basis of the discussion and manage the allocation of available time and teach students suitable with lesson plan programmed.

Based on the above, opinion can be expressed that the purpose of the planning that allows teachers select appropriate methods so that the learning process it leads to and can achieve the objectives that have been formulated. For teachers, each selection method means to determine the type of teaching and learning which considered effective for achieving the objectives that have been formulated. It also simultaneously directs how teachers organize students activities in the learning process that has been chosen. How important the goal was observed and formulated in any learning, so that learning can really achieve the objectives as stated in the curriculum.²⁰⁴

Planning have done by the teacher: a teacher designing learning activities in the classroom as well as supporting activities in implementing the action plan in the form of mathematics learning. From the action plan, teacher designed the implementation of learning in the classroom based on the action plan. Next the teacher sets the scheme of work as a collection of material for 1 academic year.

²⁰⁴ Muhammad Afandi, *Perencanaan Pembelajaran Pendidikan*, Jurnal Ilmiah Pendidikan, Vol. I, No.2, 2009), page. 151

On each week, teacher make lesson plan based on material in the scheme of work and set student academic target for each indicators. The achievement indicators that have been defined in a basic competence ranges from 0-100%. Education unit must determine a minimum of achievement criterion by considering the level of average ability students, the complexity and the ability competency resources in organizing learning.²⁰⁵ Determination achievement target of students at IIS-PSM Kediri based upon student learning outcomes in the previous year. Referring to those targets, teachers monitor student learning results continuously and summarized for half a semester, a semester, end of the year and the one year implementation that will be written on each column.

e. The Process of Mathematics Learning Based on Cambridge Curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri

The process of learning mathematics at IIS-PSM Kediri contextual learning model with student centered learning approach. According to Munif Chatib, student centered approach is the approach of learning-oriented or focused on students. Student centered approach produce students who "know what" and " what can " so that students ability will be trained on this approach. If likened to a coin, students will get two sides of the metal coin, such as "know what" and "what can".²⁰⁶ Through a student centered

²⁰⁵ Sholeh Hidayat, *Pengembangan Kurikulum Baru* (Bandung: Remaja Rosdakarya Offset, 2013), page 98

²⁰⁶ Munif Chatib, *Gurunya Manusia: Menjadikan Semua Anak Istimewa dan Semua Anak Juara*, (Bandung: Mizan Pustaka, 2014), page.128

approach, students gain the knowledge and expertise of what he's working on his own so that more students understand and get a meaningful learning experience. This approach provides facilities to the students to be more active in every activity of learning. The teacher acts as a facilitator only, as well as planners and evaluators. So realized active learning on every lesson activities.

The second approach used is multiple intelligence approach. Multiple intelligences is a descriptive assessment see how individuals use his intelligence to solve problems and produce something. This approach is a great tool to see how human minds operate world, be it concrete objects or abstract things.²⁰⁷

In the book *Frames of Mind*, Gardner said that, "Intelligences is the ability to find and solve problems to create products of value in one's own culture". From the statement, we can know that intelligence can be seen from one's habit of two things. First, someone habit to fix the problem themselves (problem solving). The second, a habit of creating new products that have cultural value (creativity). Those two things be a source of intelligence which belonged to children.²⁰⁸

The process of mathematics learning of group learning strategies, visual image strategies, applied learning strategies that suitable to learning

²⁰⁷ Mohammad Fatih Azam, "Pengaruh Strategi Multiple Intelligences Research (MIR) terhadap Peningkatan Hasil Belajar Pendidikan Agama Islam (PAI) Di Kelas V Ekolah Dasar Islam Terpadu (SDIT) Permata Surabaya", Fakultas Ilmu Tarbiyah Dan Keguruan Institut Agama Islam Negeri Sunan Ampel Surabaya, 2013, page. 6

²⁰⁸ Munif Chatib, *Gurunya Manusia: Menjadikan Semua Anak Istimewa dan Semua Anak Juara*, (Bandung: Mizan Pustaka, 2014), page.132

methods with material and learning styles of students. Every student have a different learning style. From every learning style, none of the truest and most excellent. All learning styles would be appropriate if student recognize the learning style that suits her.²⁰⁹ Especially the teacher as a facilitator of learning of students, course teacher must be able to understand and choose the method nor the media what is able to convey the material in accordance with the student's learning style. At the moment in any classroom teacher should be able to use a strategy that is not always the dominant to one of learning style.

Learning styles of the students are grouped into three parts: 1) auditory learning style is people who rely on the sense of hearing while studying, 2) visual learning style are people who rely on the sense of vision while studying, 3) kinesthetic learning style are the ones who use the sense of touch and working on something in order to understand the lessons.²¹⁰

f. The Evaluation of Mathematics Learning Based on Cambridge Curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

The evaluation activities at IIS-PSM Kediri done with authentic assessment. Authentic assessment is one of the cornerstones in contextual learning. Johnson argued that authentic assessment provides an opportunity for students to show what they have learned during the process of teaching

²⁰⁹ Mulyono, *Strategi Pembelajaran: Menuju Efektivitas Pembelajaran di Abad Global*, (Malang: UIN-Maliki Press, 2011), page. 219

²¹⁰ Mulyono, *Strategi Pembelajaran: Menuju Efektivitas Pembelajaran di Abad Global*, (Malang: UIN-Maliki Press, 2011), page. 220

and learning. Authentic assessment is an assessment of learning which refers to a situation or context of "the real world", problems can have more than one kind of breakdown. Authentic assessment to measure, monitor and evaluate all aspects of the results of the study (which included in the cognitive domain, affective, and psychomotor), neither of which appears to be the end result of a learning process as well as the form changes and the development of activities and the acquisition of learning during the learning process in the classroom or outside of class.

Implementation of the evaluation study divided into two activities, such as Check and Act. Check is an activity of teachers in monitoring the learning in the classroom, providing test and assess. The first thing done was observing teachers or observe the behavior of student learning in the classroom. To facilitate teachers in the process of observation, teachers students categorize into three levels called "HAMALA". Abbreviated HAMALA is HA = High Achiever, MA = Middle Achiever, and LA = Low Achiever.

High Achiever is the category for students who have the resources to catch a quick and easy to understand. Then the middle achiever is the category of students which need guidance in several times to understand the subjects. And the last, Low achiever is the lowest category, where children constantly need guidance in understanding a subject. So that the submission of material is adjusted to the level of those levels. Each level can be increased through conditioning performed by the teacher to the students.

Each topic material is carried out daily writing tests. In addition to the daily, the student also do term test eight times in one year. Due on one academic year there are four terms and every term held twice test with a different curriculum, namely the first week students carry out the tests with the cambridge curriculum is organized by schools and second week for the test with the national curriculum which is implemented by *Kemendiknas* Grogol. After a repeat of the finish, came the results values are then analyzed.

According to Kokom Komalasari, assessment classes generate information achievement of competence of learners can be used, among others:

- a. Repair (remedial) for learners who have not reached the criteria of learning achievement. Activities may include face-to-face with teachers or given the opportunity to learn by themselves, then the assessment is done by way of answering the question, making a summary of the lesson, or the task of collecting the data. Remedial time based on agreement between the learners with the teacher, can be implemented in or outside of the effective.
- b. Enrichment for learners who achieve student academic target faster than the time provided. Enrichment is done for learners who have mastery of faster than other learners. Learners who have good achievement need to get enrichment, in order to develop potential optimally. Enrichment

activities include providing additional materials, additional individual tasks or exercises that aim to enrich the potential titles.

- c. For teachers, teachers can benefit from the results of the assessment of the programs and activities for the improvement of instruction.
- d. For the principal, the assessment results can be used to assess the school's by head teacher to access the performance and the level of student success.²¹¹

The analysis of the results of student learning, do stage Act (follow-up). Act stage was a follow-up stage from the results of student learning. There are three options in the exercise did not further learning. First, Remedial. Enrichment program needs to be given to students who have achievements or abilities that exceed from her classmates. Enrichment program can be implemented by school program tailored to the student's condition and the conditions of the schools concerned. While remedial activities was implemented to help students who are less successful or their achievements under the average of his class. Also the remedial program is provided for students who missed the lesson because it didn't go with the reasons permit or pain.

The existence of the enrichment activities and improvements in learning is an effort in placing students as a group or as an individual that has difference. Most distinguish between groups of students and groups of students are slow, given the rapid enrichment and slow given the remedial.

²¹¹ Kokom Komalasari, *Pembelajaran Kontekstual: Konsep dan Aplikasi* (Bandung: Refika Aditama, 2010), page 172-177

Enrichment for both groups of students have the capability on top of 6 (six) than the standard maximum of 10 (ten), while remedial for the Group of students who have the ability under the 6 (six). Although the issue has different, but in practice there is no discrimination between two groups of students.

Second, retest. Retest conducted for students which was originally included on the high achiever, but suddenly experience decreased value up under student target. Students with these categories is given a test with the same problem.

Third, Special Invention. Special intervention is granting special attention to students who he result still not meet the minimum criteria of reaching after a retest, then these students will be given special guidance.

CHAPTER VI

CLOSING

A. Conclusion

1. The Cambridge curriculum concepts that are described in this study is the concept of the academic subject of the curriculum is divided into four components include:
 - a. The components of goals consist of the institutional goal, curricular goal and instructional goal.
 - b. The components of contents consisting of three components, among other subjects: Mathematics, Science, English and the material on each subject are embodied into programs that support the success of each destination of the materials on the respective subjects.
 - c. The component of the process is the mathematics learning refers to a student centered approach and multiple intelligence approach, the concept of the child's thinking ability, higher order thinking skills, and learning methods adapted to the material being taught.
 - d. The component evaluation
 - 1) Teacher evaluation: there are two kinds of external i.e. the evaluation conducted by the cambridge represented by Madrasah Irsyad Zuhri Islamiah Singapore as sister school and internally by fellow teachers and the principal.
 - 2) Students evaluation: consists of a daily evaluation, weekly evaluation through communication book, term and midterm evaluation from

Kemediknas and Cambridge, evaluation at the end of the period of learning through Cambridge Primary Check Point

- e. The background of cambridge curriculum implementation on mathematics learning at Primary Islamic International School boarding school Sabilil Muttaqien Grogol Kediri, include: preparing the public in the era of ASEAN economic community (AEC), embody international based Islamic school through cooperation with Singapore as its sister school, embody the small-town community with building schools in the rural, Cambridge, gives discretion to the school to optimize the value of local wisdom.
3. The implementation of Mathematics learning based on cambridge curriculum at Primary Islamic International School Pesantren Sabilil Muttaqien Kediri consists of planning learning, the learning process, and evaluation of learning which refers to contextual learning model, student center approach and multiple intelligence approach.

B. Advice

1. Vice Principal of Curriculum

The application of mathematics need of ability improvement program based international, as well as the standardization of students mathematics ability to improve the students competitiveness in the international world.

2. Mathematics Teacher

- a. The using of learning methods and media that realized to the varied learning styles of students in the learning process, especially in the

Mathematics by using the cambridge curriculum can be used as a choice in learning process.

- b. Need to associate learning with education customized character development the purpose of the application of cambridge curriculum.



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LIST OF APPENDIXES

A. Appendix I: Rule of Primary IIS-PSM Grogol Kediri

1. School's Rule
2. Student's Rule





Ministry of Education

Islamic International School PSM

Primary

10th Madura Rd., Gringging, Grogol, Kediri-Indonesia
Tlp. 0354 773715, Email: iis.kediri@gmail.com

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

PERATURAN SEKOLAH

PENDAHULUAN

Islamic International School merupakan sebuah institusi yang menjadi wahana berlangsungnya proses pendidikan, dimana kepribadian, intelektualitas dan ketrampilan siswa-siswa dilatih dan dikondisikan berkembang dalam lingkungan yang islamis dan dinamis sesuai dengan tujuan pendidikan. Untuk mencapai dan melaksanakan tujuan ini dituntut adanya profesionalisme, *ruhul jihad*, dan kesepahaman visi dan misi antara segenap individu baik guru, karyawan maupun siswa bahkan orang tua serta instansi terkait dengan visi dan misi sekolah. Kesepahaman ini tertuang dalam bentuk **peraturan sekolah dan school manual** yang wajib ditaati dan dilaksanakan bersama-sama secara berkelanjutan, penuh tanggung jawab dan amanah serta diliputi semangat persatuan dan kesatuan demi kelangsungan dan ketahanan sekolah.

Tujuan

Peraturan sekolah ini merupakan bagian dari *school manual* yang dibuat dalam rangka membina kedisiplinan dan kehidupan sosial sehari-hari segenap siswa, guru dan karyawan untuk menciptakan suasana lingkungan yang dinamis dan islamis sehingga proses belajar mengajar berjalan tertib, lancar, tenang dan menunjang tercapainya tujuan pendidikan secara maksimal di lingkungan *Islamic International School-Pesantren Sabillil Muttaqien*

(IIS-PSM).

Dasar Penyusunan Tata Tertib

1. **Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional, yaitu:** pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.
2. **Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Tata tertib di sekolah**

Tata tertib satuan pendidikan, yang minimal meliputi:

- i. Tata tertib pendidik, tenaga kependidikan dan peserta didik, serta penggunaan dan pemeliharaan sarana dan prasarana;
- ii. Kode etik hubungan antara sesama warga di dalam lingkungan satuan pendidikan dan hubungan antara warga satuan pendidikan dengan masyarakat;

3. Kesepakatan segenap manajemen sekolah

Sekolah sebagai tempat terselenggaranya pendidikan memerlukan sarana dalam bentuk tata tertib yang disusun berdasarkan pedoman sekolah (*school manual*) yang wajib dilaksanakan oleh seluruh komponen sekolah yang telah berkomitmen dalam satu visi dan misi yang sama secara konsekuen dengan penuh kesadaran dan tanggung jawab serta rasa ikut memiliki terhadap sekolah. Kesepakatan ini tertuang dalam bentuk Peraturan Sekolah dan *School Manual*

Mengenai Jam Kerja

1. *Primary*: 06.30 - 16.00 wib kecuali TOD pada 06 00 wib
2. Bersedia bekerja *extra time* untuk persiapan *school event*
3. Wajib mengisi *attendance list* saat datang dan pulang

Izin Meninggalkan Sekolah:

1. Guru yang bersangkutan harus menginformasikan dan meninggalkan tugas ke *Vice Principal* minimal dua hari sebelumnya dan setelah kembali ke sekolah mengisi *leave form* disertai lampiran foto copy bukti otentik (*Surat keterangan dokter, surat-surat resmi, atau yang lain*).
2. Untuk Staff, yang bersangkutan harus menginformasikan kepada *principal* dan mendelegasikan tugas pada rekan kerja
3. Izin meninggalkan sekolah yang diperkenankan meliputi:
 - a. Izin sakit disertai keterangan dokter.
 - b. Izin Kematian, hanya untuk keluarga terdekat yang meninggal dunia (*ayah/ibu, suami/istri, saudara/saudari, orang tua/anak*) maksimal 3 hari izin (luar kota/pulau).
 - c. Izin pengurusan surat-surat resmi atau yang berhubungan dengan lembaga-lembaga resmi/ kantor (*KTP, SIM, legalisir ijazah*) adalah satu hari, disertai dengan foto copy bukti otentik
 - d. Cuti hamil diberikan selama 3 bulan, disertai dengan keterangan dari bidan/dokter,
 - e. Pada masa ASI eksklusif (*6 bulan setelah melahirkan*) dapat meninggalkan sekolah lebih awal sesuai pengaturan *time table*.
 - f. Menghadiri pernikahan keluarga inti (anak, saudara sekandung) satu hari
 - g. Cuti menikah 4 hari.
 - h. Cuti 2 hari untuk suami yang istrinya melahirkan
 - i. Urusan Dinas sekolah .

Kewajiban umum

Kewajiban merupakan suatu hal yang tidak bisa ditinggalkan oleh karena itu perlu kita bersama menyadari sepenuhnya bahwa seluruh aktivitas sekolah adalah dalam rangka mempersiapkan umat Islam Indonesia menjadi *khalifah fil*

ardh di muka bumi, diniatkan serta dijalankan semata-mata karena ibadah kepada Allah SWT. Batasan kewajiban umum yang ada di sekolah adalah sebagai berikut:

1. Mengisi *attendance list* setiap hari.
2. Tiba disekolah *sebelum* jam 06.30 wib, kecuali TOD *sebelum* 06.00 wib.
3. Menjalankan tugas sesuai jabatan yang telah dibebankan dengan penuh tanggung jawab dan amanah sesuai dengan *job description*, seperti *Form teacher, HOD* dan juga ekstra duty seperti: *assembly, daily duty, meeting, kepanitiaan sekolah, kerja bhakti, bi'ah islamiah, English as working language, keputusan sekolah, keputusan syuro', tugas pendelegasian, eks-kul* dan lain-lain
4. Membudayakan saling menolong terhadap sesama (seluruh staff dan guru memberikan bantuan meskipun bukan tugas ataupun tanggung jawabnya)
5. Menggunakan fasilitas sekolah sesuai dengan peruntukannya, baik menyangkut waktu maupun fungsinya (komputer, internet, learning aid, dll)
6. Mengikuti semua training yang diselenggarakan sekolah.
7. Berbahasa Inggris dalam komunikasi sehari-hari selama jam kerja.
8. Mengingatnkan bila mengetahui sesuatu yang tidak semestinya, termasuk pada KAH
9. Terbuka untuk menerima saran dan masukan dari pihak manapun untuk kebaikan bersama

Belajar - Mengajar

1. Setiap Guru harus membuat *Lesson Plan* (LP) dalam bahasa Inggris dan dikumpulkan pada HOD hari Jum'at sore, maksimal jam 15.00 wib
2. Membuat *Scheme of Work* (SOW) dalam bahasa inggris dan selalu memperbaharunya berdasarkan pemantauan terhadap respon siswa-siswa selama proses pembelajaran berlangsung di kelas
3. *Lesson Plan (The Learning Process)* dan *Scheme of Work* disusun dengan mempertimbangkan kapasitas dan kemampuan siswa sesuai tingkatan kelasnya
4. Proses pembelajaran dirancang dengan mengacu pada metode pembelajaran yang relevan.
5. Selalu berinovasi dalam merencanakan proses pembelajaran agar seluruh siswa bisa terlibat secara aktif dan terjadi komunikasi yang interaktif baik antar siswa maupun antara siswa dan guru
6. Merancang manajemen kelas sedemikian rupa agar suasana kelas dinamis dan kondusif
7. Setiap guru mata pelajaran ikut memantau perkembangan siswa-siswa sesuai bidang pelajarannya dan secara aktif mendiskusikanya dengan Konselor dan *form teacher*
8. Membuat *worksheet* dan *learning aid* sebagai penunjang proses pembelajaran
9. proses pembelajaran dimulai dan di akhiri berdasarkan *time table*
10. Setiap pelajaran selalu diawali dan diakhiri dengan salam

11. Menyusun Kisi-Kisi (*TOS, Table of Specification*) Soal pada setiap penyelenggaraan Ujian *term*
12. Melaksanakan tindakan kelas pada *remedial* dan membuat *term break worksheet*

Personal Long Goal

1. Menyusun IPO di awal tahun yang menjadi pijakan pribadi untuk mencapai goal selama satu tahun ke depan.
2. Mengisi Performance Mastery untuk memonitor pencapaian jangka pendek dan panjang.
3. Menyusun Action Plan sebagai rencana kerja dan kegiatan dalam mata pelajaran yang di handle.

Seragam dan Penampilan Guru dan Staff

1. Penampilan menarik, bersih dan rapi
2. Rambut pendek dan rapi
3. Jenggot rapi
4. Berpakaian seragam sesuai jadwal seragam pada hari-hari wajib berseragam, dan berpakaian Islamis pada hari yang tidak wajib seragam
5. Memakai sepatu dan kaos kaki

Sedangkan jadwal pemakaian seragam adalah sebagai berikut

- a. Senin : Black
 - b. Selasa-rabu : Purple
 - c. Rabu : *Free Formal dress*
 - d. Kamis : *indian (subject to change)*
 - e. Jum'at : Batik from PSG
- *untuk putri pakaian longgar dan kerudung menutup dada*

Larangan untuk Guru Pria

- a. Merokok
- b. Bercukur habis /rambut plontos
- c. Rambut berwarna
- d. Rambut berkuncir
- e. Rambut gondrong
- f. Memakai anting-anting
- g. Bertato
- h. Berkuku Panjang

Etika dalam Pergaulan

1. Membudayakan ucapan salam dalam bahasa Arab dan Inggris antar sesama Guru dan staff serta siswa setiap kali datang atau meninggalkan sekolah
2. Menjaga gaya pergaulan, bersosialisasi, berinteraksi dan berkomunikasi yang sesuai etika Islam.

3. Saling menghormati sesama baik ide, pikiran dan pendapat, hak cipta orang lain maupun hak milik warga sekolah, menghargai perbedaan dan bergaul dengan baik di sekolah maupun di luar sekolah
4. Menyampaikan pendapat, ide, gagasan dan solusi dari suatu permasalahan dilandasi dengan semangat kekeluargaan dan kebersamaan baik secara formal maupun informal secara langsung maupun melalui mediator
5. Selalu memberikan contoh dan panutan yang baik pada siswa-siswa baik dalam bertindak, berucap maupun bertingkah laku
6. Saling memberikan dorongan yang positif sesama guru dan staff
7. Setiap kesepakatan dalam *syuro'* adalah rahasia bersama yang harus dijaga dan dipatuhi bersama
8. Bersedia mendapat teguran dan menanggung konsekuensi atas pelanggaran yang dilakukan

Konsekuensi Pelanggaran:

- a. Keterlambatan tiba di sekolah wajib mengisi form late arrival and leave early.
- b. Guru dan staff dengan jumlah absen/terlambat sebanyak tiga kali dalam setahun akan mendapat peringatan lisan
- c. Menghasut, melakukan kegiatan-kegiatan provokasi dan intimidasi baik lisan maupun tertulis, baik terbuka maupun tertutup yang mempengaruhi keikhlasan bekerja, memecah belah, mengajak mogok kerja, membangun opini yang merusak/meresahkan anggota komunitas sekolah, mencemarkan reputasi sekolah dan lain-lain akan mendapat konsekuensi khusus:

Dikeluarkan dengan tidak hormat

Temuan-temuan yang berpotensi menimbulkan gangguan pada system manajemen sekolah akan menjadi bahan pertimbangan sekolah untuk mengambil keputusan

Hal-hal yang belum tercantum dalam peraturan sekolah dan *school manual* akan di tentukan melalui keputusan kepala sekolah.

Kepada semua pihak agar dapat memahami dan mematuhi peraturan sekolah dan *school manual* yang berlaku dengan penuh tanggung jawab dalam upaya mewujudkan cita-cita sekolah

**Peraturan sekolah akan diberlakukan sejak diumumkan
oleh principal secara resmi**

Kediri, Juli 2013

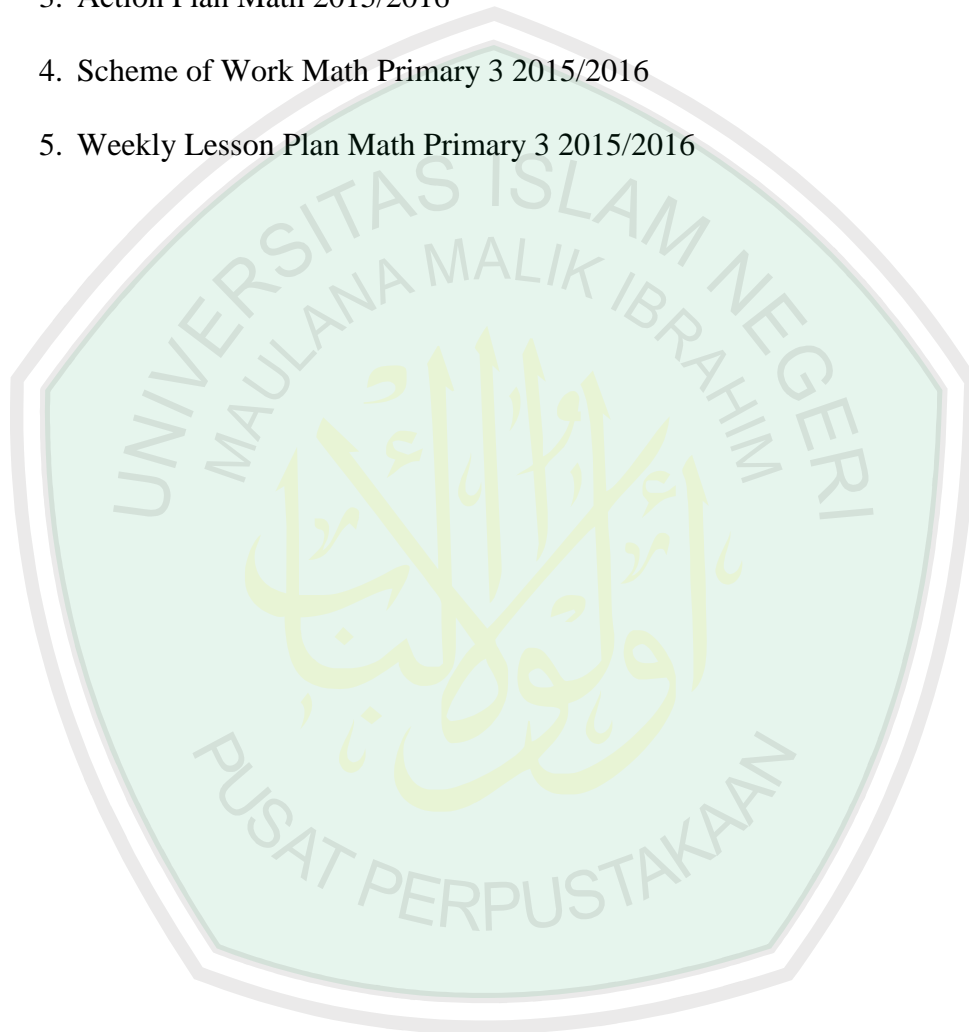
Budi Setyo Margono, S. Pi.
NIPY. 020122144

Role at TK/SD Islamic Internaional School Pesantren Sabilil Muttaqien Grogol Kediri

Rules at our school		
Dining room	Prayer room	Clasroom rules
<p>No Speaks when eating</p> <p>No standing up when eating</p> <p>Place dirty dishes at the proper place</p> <p>Konsequences to move at the last line</p> <p>No wasting food</p>	<p>Shoes off</p> <p>Keep musholla clean</p> <p>No make noise</p>	<p>Be in class on time</p> <p>Sit at your own desk</p> <p>Prepare and manage your own books and stationeries for the lesson</p> <p>Raise hand before ansking</p>
Toilet rules	Teachers room	Play ground
<p>Use your slippers when enter the toilet</p> <p>Pray before enter the toilet</p> <p>Use your left leg before emtering toilet</p> <p>Use the water efficiently</p> <p>Use your right leg when go out from toilet</p>	<p>No student enter without permission</p> <p>Say salam before entering</p> <p>No taking tools without permission</p> <p>Use english to communicate</p> <p>Speak politely</p> <p>No making noise</p>	<p>No picking up the flower</p> <p>No steping on the grass</p> <p>No destruct the plantation</p> <p>Return the toys after playing</p> <p>No fighting</p> <p>Take care of the toys</p> <p>No screaming (debatable)</p>

B. Appendix II: Learning Plan of Primary IIS-PSM Grogol Kediri

1. Timetable Primary 3 2015/2016
2. School Masteries
3. Action Plan Math 2015/2016
4. Scheme of Work Math Primary 3 2015/2016
5. Weekly Lesson Plan Math Primary 3 2015/2016



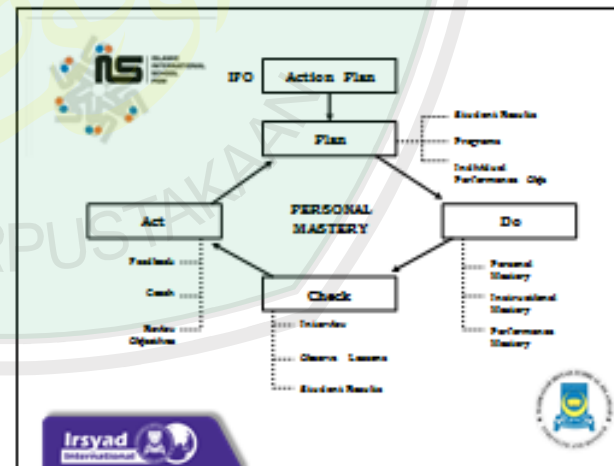
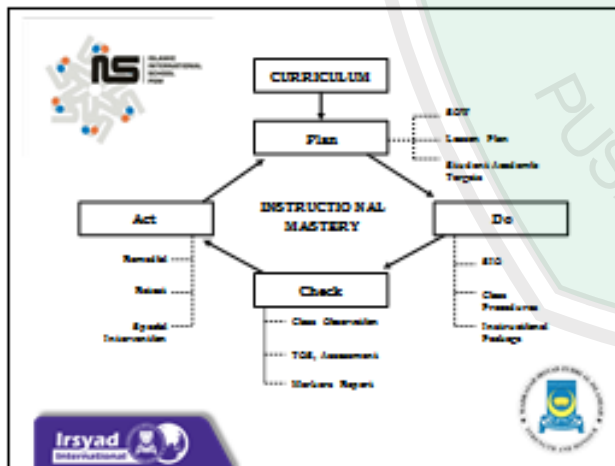
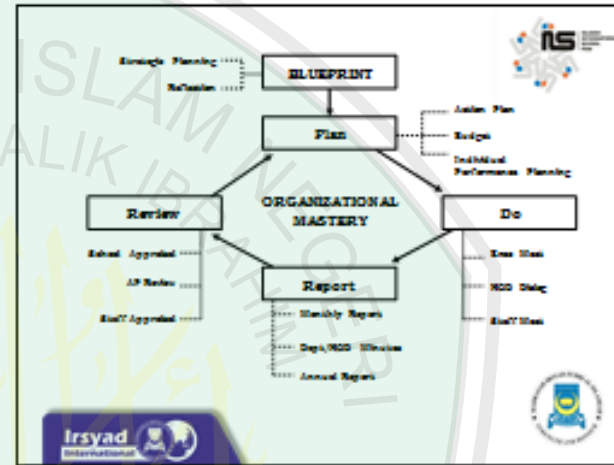
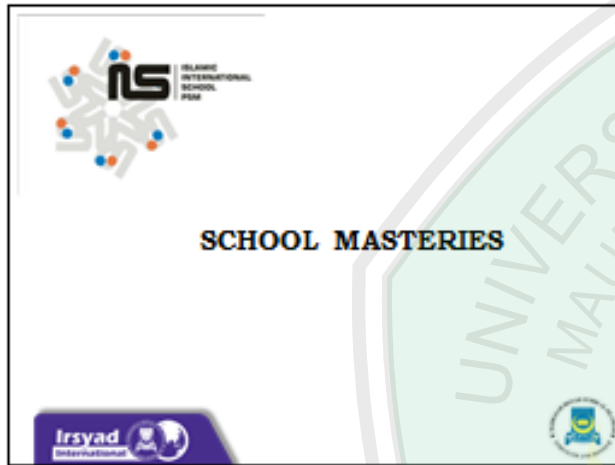


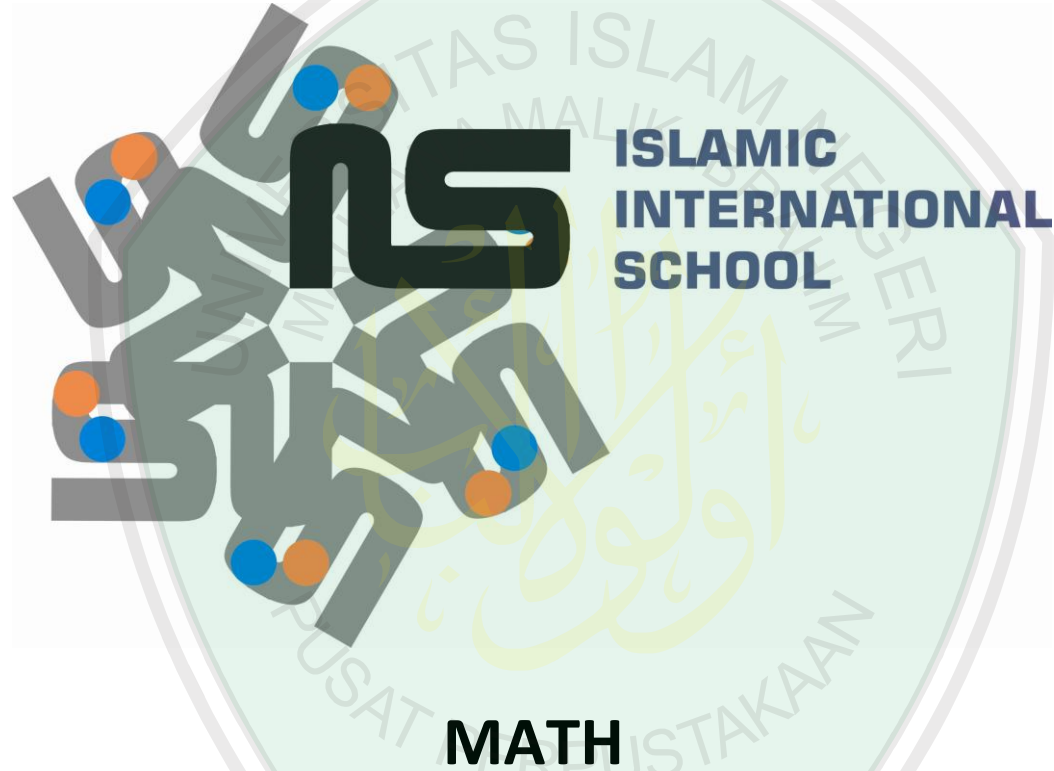
Timetable Primary 3 Islam Road

FT: Maulana

PR B	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	07.00-07.15	Relig Commeng	Local Science Nativity	Language Nativity	Islamic Nativity	Reading/Sarak
1	07.15-07.30		Assembly	Assembly	Assembly	Assembly
2	07.30-08.00	Reading Day	Takfide Quran 4-3	Takfide Quran 4-3	Takfide Quran 4-3	PE 7
3	08.00-08.30	Takfide Quran 4-3	EPoS 3	Math 3	English 3	PE 7
4	08.30-09.00	English 3	ACH 3	Math 3	English 3	Science 10
5	09.00-09.30	English 3	ACH 3	EPoS 3	Science 10	Science 10
6	09.30-09.45	Shala	Shala	Shala	Shala	Shala
	09.45-10.00	Recess	Recess	Recess	Recess	Recess
7	10.00-10.30	Math 3	Quranic Studies 5	Arabic 3	Indonesian L. 10	ICT 5-7
8	10.30-11.00	Math 3	Quranic Studies 5	Arabic 3	Indonesian L. 10	ICT 5-7
9	11.00-11.30	Islamic Studies 2	Science 10	Social Studies 7	Math 3	Arabic 3
10	11.30-12.00	Islamic Studies 2	Science 10	Social Studies 7	Math 3	Science 8
11	12.00-12.30	Break	Break	Break	Break	Friday Prayer
12	12.30-13.00	Snack-Recess	Snack-Recess	Snack-Recess	Snack-Recess	Snack-Recess
14	13.00-13.30	Arabic 3	English 3	Islamic Studies 2	PKa 3	Indonesian L. 10
15	13.30-14.00	Arabic 3	English 3	Islamic Studies 2	PKa 3	Indonesian L. 10
16	14.00-14.30	Al Quran 4-3	Al Quran 4-3	Al Quran 4-3	Al Quran 4-3	CT 4
17	14.30-14.35	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Total Period (90 menit/hari)	PE: Physical Education (Pendidikan Jasmani dan Kesehatan)	
	CT: Casual Time	
Teacher's Code:	2: Yaqub Amirudin, M. Pd.I	7: Hishab Maria Al Masrif
	3: Huda Njira Anshari, S. Pd.I	8: Sili Miftahul Jannah, S. Pd. I
	4: Maulana, S. Pd	9: Muzdal Bariqah, S. Pd
	5: Hishab Rikherawati, S. Pd	10: Ma. Irena Seta Edgria, S. Pd
	6: H. Abdul Aziz, S. Pd. I	





ACTION PLAN 2015-2016

SCHOOL PRIORITIES:

1. BI'AH ISLAMIAH

2. ENGLISH AS THE WORKING LANGUAGE

3. INTERNATIONAL BRANDING

DEPARTMENT	:	Math and Science	HOD	:	Ms. Ninik Ria Herawati, S.Pd
SUBJECT (UNIT)	:	Math	COORDINATOR	:	

YEAR OVERALL TARGET				
TEACHER IC	LVL	% P	MSG	% A
Usth. Niinik	P1	100		50
Ustdzh. Novita	P2	100		50
Usth. Niinik	P3	100		50
Ustdzh. Novita	P4	100		50

MID-YEAR			SEMESTER OVERALL		
% P	MSG	% A	% P	MSG	% A

END-YEAR			YEAR OVERALL		
% P	MSG	% A	% P	MSG	% A

1	CORE PROGRAMME	1.1. : ACADEMIC VALUE-ADDEDNESS			1. To improve pupils' performance from Mid-Year to the End-Year Assessments by at least 5%.	
SN	STRATEGIES (STEPS/INTERVENTION)	TIMEFRAME	TEACHER IC	SMART INDICATOR	REVIEW (MID-YEAR)	REVIEW (END-YEAR)
1	<p><u>Vary the teaching approach</u></p> <p>2.1 Game and role play</p> <p>2.2 Using learning aid (model, visual aid,etc)</p>	A year	All maths teacher	<ul style="list-style-type: none"> Teacher use game (online or manual) and role play approach min. 1x / term. Teacher use learning aid min 1x / term 	conducted	

2	<u>Excursion Study</u> Visit a particular place (mini market or shop) related to the math topic	Term 4	Ms. Ninik	<ul style="list-style-type: none"> Students are able to link the lesson toward the application 	Not Conducted	
3	<u>Low Achiever Improvement Program</u> 3.1. Pre test Remedial lessons undertaken for LA 3.2. Post test Analyze the test result and re-test for those who failed	A year	All maths teacher	<ul style="list-style-type: none"> All tasks conducted every term during examination and remedial week Objective: 100% passed 	conducted	
4.	<u>Workshop Qur'an in Math Application</u> Knowing maths application in religius sector.	Term 1	Ms. Ninik	<ul style="list-style-type: none"> Students know corelated maths & Al- Qur'an so that it's make them motivated to learn maths 	Not conducted	
5	<u>Making maths video</u> Create maths video by them self and upload in Youtube	Term 2	Ms. Novita	<ul style="list-style-type: none"> Students can explain math by themself Increase IIS video about maths in social media 	conducted	

2	SUPPORTIVE PROGRAM	2.1. : ACHIEVERS AND HOME SUPPORT PROGRAM			To improve each learning group's (HA-MA-LA) performance by at least 5%.	
SN	STRATEGIES (STEPS/INTERVENTION)	TIMEFRAME	TEACHER IC	SMART All Math teachers INDICATOR	REVIEW (MID-YEAR)	REVIEW (END-YEAR)

1	<u>Make Learning Aid</u> Teacher make learning aid for all grades	A year	All maths teachers	<ul style="list-style-type: none"> • That learning aid will be sell at certain event, in example Market Day or Science Day • M&S will get additional budget from this program 	conducted	
2	<u>Math Competition</u> Certain students will join with math competition	A year	Ms. Novita	<ul style="list-style-type: none"> • Held math competition and select some students to join with this event • Reinforce them a few week before the competition 	conducted	
3	<u>Math Decoration</u> Teacher will decorate our school using multiplication and division	A year	Ms. Ninik	<ul style="list-style-type: none"> • Students can memorise multiplication and division very easy 	Not conducted	

3	RESOURCE DEVELOPMENT	3.1. : TEACHING-LEARNING-TESTING RESOURCES			1.To increase resources per level to aid creative teaching and learning.	
SN	STRATEGIES (STEPS/INTERVENTION)	TIMEFRAME	TEACHER IC	SMART INDICATOR	REVIEW (MID-YEAR)	REVIEW (END-YEAR)
1	<u>Math's Problem-Solving Enrichment</u> Enrich the math problem-solving method to determine delivery method	A year	All maths teachers	<ul style="list-style-type: none"> • TIC compile the resources to be reference in both hard copy and soft copy • Math has proper resources as a reference 	Not conducted (term 3)	
2.	<u>Purchase Learning Aid</u> Buy appropriate learning aid which necessary to particular topic	A year	All maths teachers	<ul style="list-style-type: none"> • Purchasing undertaken at least at the beginning of every term • Maths has proper learning aid to support the lesson 	conducted	

4	STAFF DEVELOPMENT	4.1. : PROFESSIONAL DEVELOPMENT			1. To develop teachers' content and pedagogical knowledge.	
SN	STRATEGIES (STEPS/INTERVENTION)	TIMEFRAME	TEACHER IC	SMART INDICATOR	REVIEW (MID-YEAR)	REVIEW (END-YEAR)
1	<u>Maths Method Training</u> Join particular training of math method (e.g. jarimatika, nalaria, kumon, RMI, magic math)	A year	All maths teachers	<ul style="list-style-type: none"> • Teacher can be find new method for math lesson 	Conducted (counting asmaul husna method & My Pals workshop)	
2.	<u>Class Observation</u> Teacher observe their colleague's class and held a discussion to improve the teaching capacity	A year	All maths teachers	<ul style="list-style-type: none"> • Each teacher has turn twice a term to observe their colleague's class • HOD share the latest class observation to other M&S member during intra dept. meeting 	Conducted	

%P = % pass

MSG = Mean Subject Grade

%A = % with distinction, above 75% of their individual scores



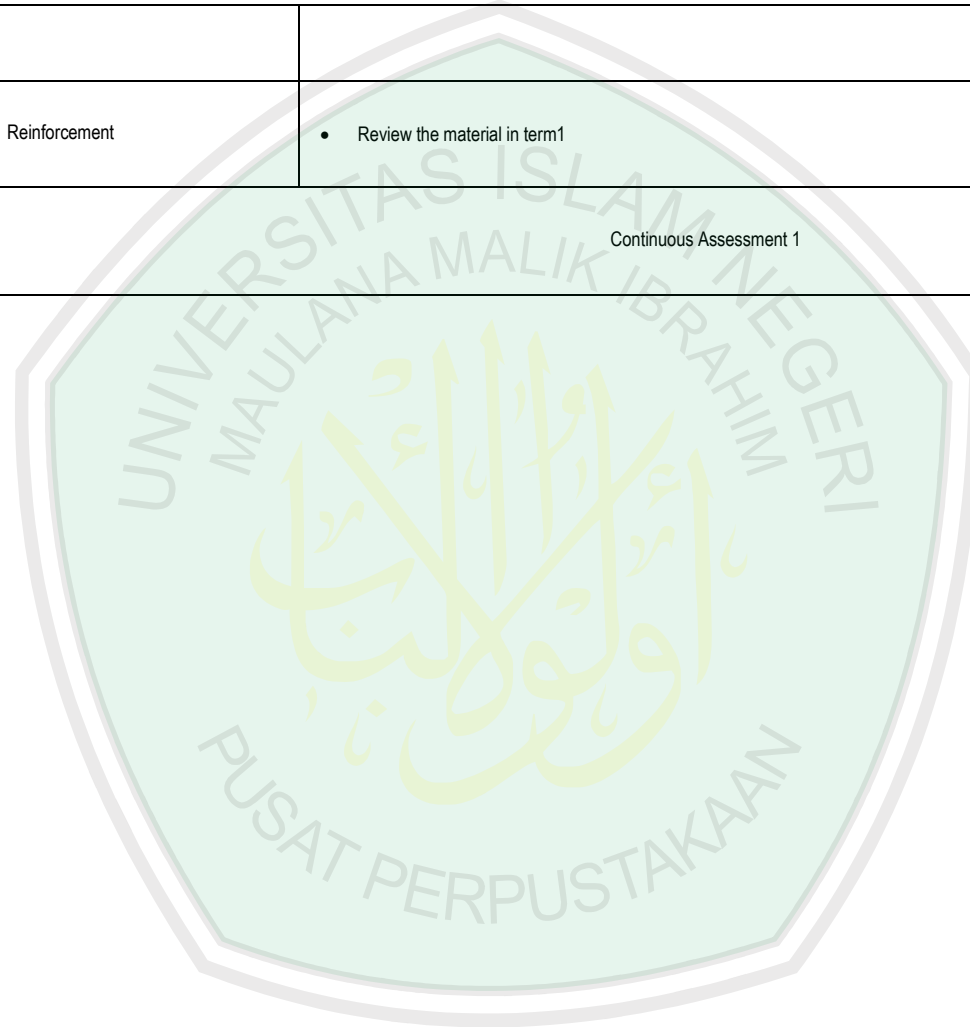
ISLAMIC INTERNATIONAL SCHOOL PSM

**SCHEME OF WORK 2015 – 2016
PRIMARY 3**

DEPARTMENT	Math & Science	SUBJECT	Maths
HOD	Ninik Ria Herawati, S.Pd	TEACHER	Ninik Ria Herawati, S.Pd
AHOD		TEXTBOOK	My Pals are Here! Maths Primary 3
COORDINATOR		WORKBOOK	My Pals are Here! Maths Primary 3

TERM WEEK DATE YEAR	CHAPTER	PERIOD	TOPIC	LEARNING OBJECTIVES INSYA ALLAH, BY THE END OF THE LESSON, STUDENTS WILL BE ABLE TO:	RESOURCES			INFUSION / VALUES
					TEXT BOOK	WORK BOOK	OTHER	
Term 1 Week 1 27/07 – 31/07 2015				FDoS				
Term 1 Week 2 3/08 – 7/08 2015	1	6	Number to 10 000	<ul style="list-style-type: none"> Write numbers to 10 000 in words Write numbers to 10 000 in numbers Compare the number to 10000 Order the number to 10000 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 3 10/08 – 14/08 2015	1	6	Number to 10 000	<ul style="list-style-type: none"> Understand about more than and less than in counting to 10.000 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 4 17/08 – 21/08 2015	2	6	Addition within 10.000	<ul style="list-style-type: none"> Understand about simple addition within 10.000 Undersatnd Addition with regrouping in ones and tens 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 5 24/08 – 28/08 2015	2	6	Addition within 10.000	<ul style="list-style-type: none"> Understand add numbers with regrouping in ones, tens and hundreds Understand add numbers with regrouping in ones, tens and hundreds Undersatnd mental addition 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 6 31/08– 04/09 2015	3	6	Subtraction within 10000	<ul style="list-style-type: none"> Mid term test Understand simple subtraction 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 7 07/09 – 11/09 2015	3	6	Subtraction within 10 000	<ul style="list-style-type: none"> Understand subtraction within 10 000 Understand subtraction using number bonds 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 8 14/09 – 18/09	3	6	Subtraction within 10 000	<ul style="list-style-type: none"> Understand how to do math problem solving Understand difference between number bond in subtraction and addition 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		

2015								
Term 1 Week 9 21/09 – 25/09 2014		6	Reinforcement	<ul style="list-style-type: none"> Review the material in term1 	My Pals are Here! Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 1 Week 10 28/09 – 02/10 2015		2		Continuous Assessment 1				

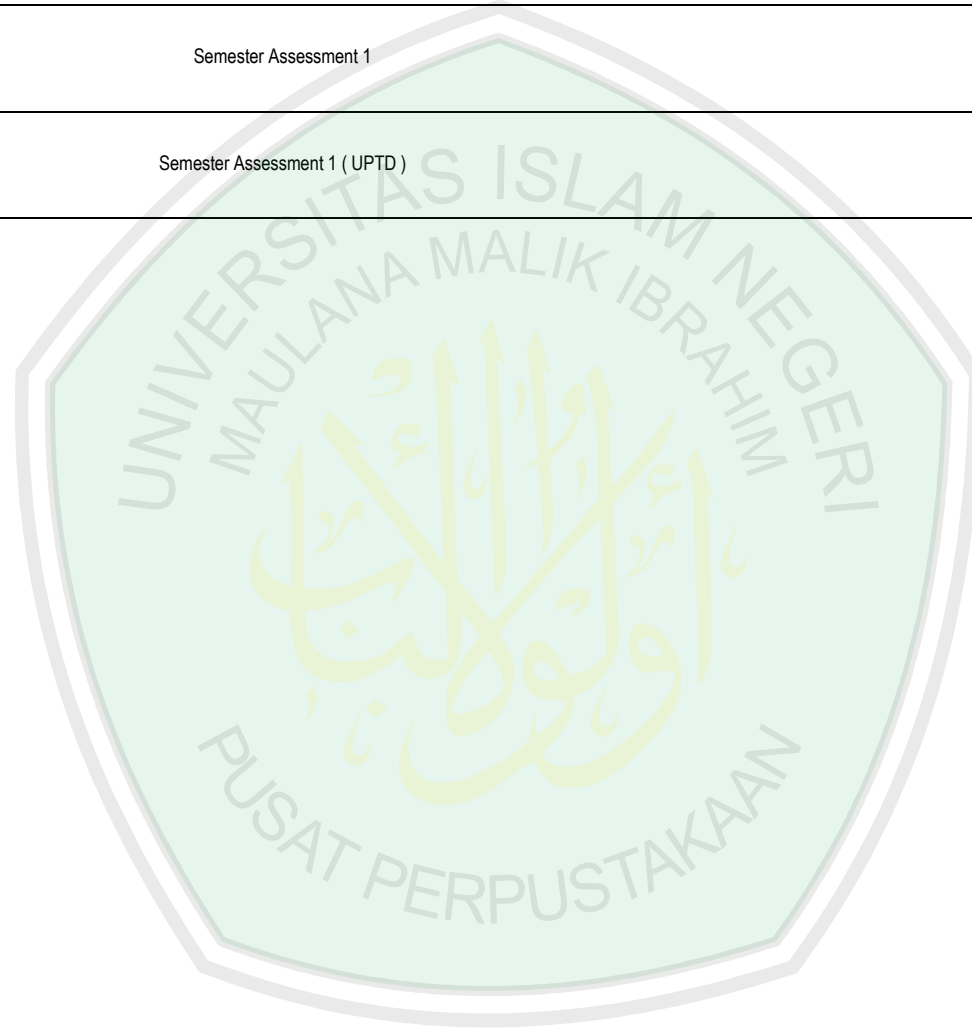


**SCHEME OF WORK 2015 – 2016
PRIMARY 3**

DEPARTMENT	Math & Science	SUBJECT	Maths
HOD	Ninik Ria Herawati, S.Pd	TEACHER	Ninik Ria Herawati, S.Pd
AHOD		TEXTBOOK	My Pals are Here! Maths Primary 3
COORDINATOR		WORKBOOK	My Pals are Here! Maths Primary 3

TERM WEEK DATE YEAR	CHAPTER	PERIOD	TOPIC	LEARNING OBJECTIVES INSYA ALLAH, BY THE END OF THE LESSON, STUDENTS WILL BE ABLE TO:	RESOURCES			INFUSION / VALUES
					TEXT BOOK	WORK BOOK	OTHER	
Term 2 Week 11 12/10 – 16/10 2015	4	6	Word Prblem Addition and Subtraction	<ol style="list-style-type: none"> Understand the steps to solve word problem in addition and subtraction Understand how to solve word problem with draw the bar Practice to solve simple word problem 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 12 19/10 – 23/10 2015	4	6	Word Prblem Addition and Subtraction	<ol style="list-style-type: none"> Understand how to solve word problem about comparing Understand how to solve word problem about comparing and combine Understand to difference solve problem using comparing and combine 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 13 26/10 – 30/10 2015	5	6	Multiplication Tables of 6, 7, 8 and 9	<ol style="list-style-type: none"> Understand concept of multiplication Understand multiplication by skip counting 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 14 02/11 – 6/11 2015	5	6	Multiplication Tables of 6, 7, 8 and 9	<ol style="list-style-type: none"> Understand multiplying numbers Understand correlated division and multiplication Understand one step word problems 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 15 9/11 – 13/11 2015	6	6	Multiplication	<ol style="list-style-type: none"> Understand the multiplication without regrouping Understand the multiplication with regrouping in ones, tens, hundreds and thousands 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 16 16/11 – 20/11 2015	7	6	Division	<ol style="list-style-type: none"> Understand about quotient and remainder Understand Division without regrouping and remainder Understand division with regrouping in ones, tens and hundreds 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week 17 23/11 – 27/11 2015	8	6	Word problem Involving the Four Operation	<ol style="list-style-type: none"> Understad two step word problem s involving the four operations Understand how to solve word problem 	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		
Term 2 Week18 30/12 – 04/12 2015		6	Reinforcement	Reinforce the material in term 2	My Pals are Here! Text book Maths Primary 3	My Pals are Here! Maths Primary 3		

Term 2 Week 19 07/12 – 11/12 2015	Semester Assessment 1				
Term 2 Week 20 14/12 – 18/12 2015	Semester Assessment 1 (UPTD)				



DEPARTMENT	Math & Science	SUBJECT	Maths
HOD	Ninik Ria Herawati, S.Pd	TEACHER	Ninik Ria Herawati, S.Pd
AHOD		TEXTBOOK	My Pals are Here! Maths Primary 3
COORDINATOR		WORKBOOK	My Pals are Here! Maths Primary 3

TERM WEEK DATE YEAR	CHAPTER	PERIOD	TOPIC	LEARNING OBJECTIVES INSYA ALLAH, BY THE END OF THE LESSON, STUDENTS WILL BE ABLE TO:	RESOURCES			INFUSION / VALUES
					TEXT BOOK	WORK BOOK	OTHER	
Term 3 Week 21 04/1 – 08/1 2016	9	6	Money	<ul style="list-style-type: none"> - Write dollars into cents - Write cents into dollars - Add dollars and cents - Adding of money 	My Pals are Here! work book Maths Primary 3 page 6 - 8	My Pals are Here! Maths Primary 3 page 5 - 12		
Term 3 Week 22 11/1-15/1 2016	9	6	Money	<ul style="list-style-type: none"> - Subtraction of money - Solve word problems about money in dollars and cents 	My Pals are Here! work book Maths Primary 3 page 9 - 16	My Pals are Here! Maths Primary 3 page 13 - 25		
Term 3 Week 23 18/1-22/1 2016	10	6	Length, Mass and volume	<ul style="list-style-type: none"> - Understand how to measure length, mass - Understand the difference of length, mass 	My Pals are Here! work book Maths Primary 3 page 22 - 31	My Pals are Here! Maths Primary 3 page 27 - 38		
Term 3 Week 24 25/1-29/1 2015	10	6	Length, Mass and volume	<ul style="list-style-type: none"> - Understand how to measure volume - Understand the difference of volume 	My Pals are Here! work book Maths Primary 3 page 32 - 34	My Pals are Here! Maths Primary 3 page 39 - 44		
Term 3 Week 25 01/2-05/2 2016	10	6	Length, Mass and volume	<ul style="list-style-type: none"> - Solve word problems on measurement - Mid term test 	My Pals are Here! work book Maths Primary 3 page 35 - 43	My Pals are Here! Maths Primary 3 page 49 - 58		
Term 3 Week 26 08/2-12/2 2016	11	6	Bar Graphs	<ul style="list-style-type: none"> - Read and interpreting bar graph 	My Pals are Here! work book Maths Primary 3 page 44 - 54	My Pals are Here! Maths Primary 3 page 59 - 66		
Term 3 Week 27 15/2-19/2 2016	12	6	Fraction	<ul style="list-style-type: none"> - Understand equivalent fractions - Find equivalent fraction - Compare fractions 	My Pals are Here! work book Maths Primary 3 page	My Pals are Here! Maths Primary 3 page 73 - 84		

					55- 65			
Term 3 Week 28 22/2-26/2 2016	12	6	Fraction	<ul style="list-style-type: none"> - Order fractions - Add and subtract the fractions 	My Pals are Here! work book Maths Primary 3 page 66 - 86	My Pals are Here! Maths Primary 3 page 85 - 95		
Term 3 Week 29 29/3-04/3 2016		6	Reinforcement	Reinforcement material in term 3				
Term 3 Week 30 07/4-11/3 2016				Continuous Assessment 2				

TERM WEEK DATE YEAR	CHAPTER	PERIOD	TOPIC	LEARNING OBJECTIVES INSYA ALLAH, BY THE END OF THE LESSON, STUDENTS WILL BE ABLE TO:	RESOURCES			INFUSION / VALUES
					TEXT BOOK	WORK BOOK	OTHER	
Term 4 Week 31 28/3-01/4 2016	13	6	Time	<ul style="list-style-type: none"> - Tell the time in hours and minutes - Write in hours and minutes - Find how much time has passed 	My Pals are Here! work book Maths Primary 3 page 87 - 90	My Pals are Here! Maths Primary 3 page 97 - 100		
Term 4 Week 32 04/4-8/4 2016	13	6	Time	<ul style="list-style-type: none"> - Find the finishing time - Solve word problems involving time 	My Pals are Here! work book Maths Primary 3 page 91 - 105	My Pals are Here! Maths Primary 3 page 101 - 114		
Term 4 Week 33 11/4-15/4 2016	14	6	Angles	<ul style="list-style-type: none"> - Identify and compare the angles 	My Pals are Here! work book Maths Primary 3 page 107 - 113	My Pals are Here! Maths Primary 3 page 123 - 125		

Term 4 Week 34 18/4-22/4 2016	15	6	Perpendicular and parallel lines	<ul style="list-style-type: none"> - Know what is perpendicular - Draw perpendicular lines using a ruler and a set-square 	My Pals are Here! work book Maths Primary 3 page 114 - 120	My Pals are Here! Maths Primary 3 page 127 - 132		
Term 4 Week 35 25/4-29/5 2016	15	6	Perpendicular and parallel lines	<ul style="list-style-type: none"> - Know what is parallel and parallel lines - Know arrowheads to show parallel lines - Draw parallel lines using a ruler and a set-square 	My Pals are Here! work book Maths Primary 3 page 121 - 126	My Pals are Here! Maths Primary 3 page 133 -137		
Term 4 Week36 02/5-06/5 2016	15	6	Perpendicular and parallel lines	<ul style="list-style-type: none"> - Understand horizontal and vertical lines - Mid term test 	My Pals are Here! work book Maths Primary 3 page 127 - 130	My Pals are Here! Maths Primary 3 page 138 - 140		
Term 4 Week 37 09/5-13/5 2016	16	6	Area and Perimeter	<ul style="list-style-type: none"> - Count square tiles to find area - Find area in square centimetres and square metres 	My Pals are Here! work book Maths Primary 3 page 131 - 139	My Pals are Here! Maths Primary 3 page 141 - 151		
Term 4 Week 38 16/5-20/5 2016	16	6	Area and Perimeter	<ul style="list-style-type: none"> - Find the perimeter - Find the area of a rectangle using formula 	My Pals are Here! work book Maths Primary 3 page 140 - 152	My Pals are Here! Maths Primary 3 page 152 - 164		
Term 4 Week 39 22/5-27/5 2016		6	Reinforcement	<ul style="list-style-type: none"> - Reinforce the material in term 4 				
Term 4 Week 40 30/6-03/6 2016		6	Semester Assessment 2					



Islamic International School PSM

WEEKLY
LESSON
PLAN
2015-2016

DEPARTMENT :	Math and Science
HOD :	Ninik Ria Herawati, S. Pd.
AHOD / COORD :	
TEACHER :	Ninik Ria Herawati, S. Pd.

SUBJECT:	Maths	PERIOD / WEEK:	6 periods
CLASS / LEVEL:	P3 Ibnu Rusyd		
MAIN RESOURCES:	May Pals are Here		
WEEK. TERM. YEAR :	32. 04. 2016		

DAY / DATE	MONDAY 4 / 4	TUESDAY 4 / 5	WEDNESDAY 4 / 6	THURSDAY 4 / 7	FRIDAY 4 / 8
DESCRIPTION					
TIME / No. of PERIOD	10.00 – 11.00 / 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods
TOPIC / COMPONENT	Fraction		Fraction	Time	
SPECIFIC INSTRUCTIONAL OBJECTIVES InsyaAllah by the end of the lesson, pupils will be able to:	- Subtraction the fraction using equivalent method		Addition and subtraction fraction using picture (bar)	Tell the time in hours and minutes using picture of clock	
BRIEF LESSONDESCRIPTION START RECAPITULATION ELICITATION [OTHERS]	[5 minutes] 1) Ice breaking 2) Recall the previous lesson		[5 minutes] 1) Ice breaking 2) Recall the previous lesson	[5 minutes] 1) Ice breaking 2) Recall the previous lesson	
MIDDLE DEMONSTRATION EXPLANATION PRESENTATION [OTHERS]	[50 minutes] 3) Retell about equivalent method 4) Explain to students about subtract the fraction using equivalent 5) 2 students try to subtract n front of the class 6) Ask students to do workbook 7) Submit to the teacher		[50 minutes] 3) Explain to students how to draw picture of fraction 4) Explain them how to solve addition and subtraction fraction using picture of fraction 5) Divide students in some group and ask them to discuss to do workbook	[50 minutes] 3) Guide students in group to make clock from paper to know part of clock 4) Remain them the previous lesson about time in P1 and P2 5) Explain them to tell the time using past and to 6) Do the game to practice tell the time	
END SUMMARY REVIEW [OTHERS]	[5 minutes] 8) Review the lesson for today		[5 minutes] 6) Review the lesson for today	[5 minutes] 7) Review the lesson for today	
TEACHING AIDS / MEDIA					
MULTIPLE INTELLIGENCES	Intrapersonal skill		Interpersonal skill	Interpersonal skill	
CHARACTER BUILDING	Critical thinking		Cooperative	cooperative	
FOLLOW UP ACTIVITY Homework Assignment	IF NECESSARY (not always every day)		IF NECESSARY (not always every day)	IF NECESSARY (not always every day)	
REMARKS Review AFI (Areas for Improvement)					



Islamic International School PSM

WEEKLY
LESSON PLAN
2015-2016

DEPARTMENT :	Math and Science	SUBJECT:	Maths	PERIOD / WEEK:	6 periods
HOD :	Ninik Ria Herawati, S. Pd.	CLASS / LEVEL:	P3 Ibnu Rusyd		
AHOD / COORD:		MAIN RESOURCES:	May Pals are Here		
TEACHER :	Ninik Ria Herawati, S. Pd.	WEEK. TERM. YEAR :	34. 04. 2016		

DAY / DATE	MONDAY 4 / 18	TUESDAY 4 / 19	WEDNESDAY 4 / 20	THURSDAY 4 / 21	FRIDAY 4 / 22
DESCRIPTION					
TIME / No. of PERIOD	10.00 – 11.00 / 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods	10.30-11.30/ 2 periods
TOPIC / COMPONENT	Time and duration		Time and duration	Time and duration	
SPECIFIC INSTRUCTIONAL OBJECTIVES InsyaAllah by the end of the lesson, pupils will be able to:	- Find the finishing time		- Solve word problem involving time	- Solve word problem involving time (find the time for finishing time in the wordproblem)	
BRIEF LESSONDESCRIPTION START RECAPITULATION ELICITATION [OTHERS]	[5 minutes] 3) Ice breaking 4) Recall the previous lesson		[5 minutes] 3) Ice breaking 4) Recall the previous lesson	[5 minutes] 3) Ice breaking 4) Recall the previous lesson	
MIDDLE DEMONSTRATION EXPLANATION PRESENTATION [OTHERS]	[50 minutes] 8) Tell the story to students include time and then ask them how to find the finishing time 9) 2 students, explain their way to solve it 10) Discuss together to check and then explain to students 11) Ask the students to do wb individually		[50 minutes] 6) Explain to students how to solve word problem step by step. 7) Students follow the teacher's instruction 8) Try to solve wb page 104 no. 4 and 5 9) Add the same question like no. 4 and 5 and students try to solve it individually 10) Students that can solve quickly (only 10 students) get mark	[50 minutes] 7) Explain the different between looking for the duration and looking the finishing time 8) Ask students if they are fill difficult 9) Give 1 example and ask one by one students to solve it. 10) Ask students to do wb page 104 no.6	
END SUMMARY REVIEW [OTHERS]	[5 minutes] 11) Submit to teacher when students finish it 12) Review the lesson for today		[5 minutes] 8) Review the lesson for today	[5 minutes] 9) Review the lesson for today.	
TEACHING AIDS / MEDIA	WB page 103		WB page 104 no 4 and 5	WB page 104 no. 6	
MULTIPLE INTELLIGENCES	Audiovisual		Intrapersonal skill	Intrapersonal skill	
CHARACTER BUILDING	Critical thinking		Critical thinking	Critical thinking	
FOLLOW UP ACTIVITY Homework Assignment	IF NECESSARY (not always every day)		IF NECESSARY (not always every day)	IF NECESSARY (not always every day)	
REMARKS Review AFI (Areas for Improvement)					

C. Appendix III: Learning Evaluation of Primary IIS-PSM Grogol Kediri

1. Table of Specification
2. Worksheet Topic Time
3. Daily Test Topic Time
4. Semester Assessment Primary 3 Term 4 2015/2016
5. Research Analyze Primary 3 Term 4 2015/2016
6. Student's Result of Daily Assessment and Semester Assessment Term 4 2015/2016
7. Raport Term 3
8. Term Break Project





Table of Specification (TOS)
Islamic International School PSM

Department
Examination

: Math & Science
: Term 4

Subject : Math

Level & Stream : Primary 3
Setter : Ms. Ninik

Year : 2015 / 2016

Topic / Sub Topic	Section A				Section B				Section C				Sub Total For No. Of Qn.
	No. Of Qn	K	C	A	No. Of Qn	K	C	A	No. Of Qn	K	C	A	
Addition and Subtraction of Fraction					2	11	12		1			26	3
Tell the Time	1	1			1			13					2
Hours and Minutes	1		2		1		14						2
Time and Duration	1	10			2		25	15					3
Word Problems about Time									1			27	1
Introduction to Angles	1	3			2	16	17		1			28	4
Perpendicular Lines	1		4		1			24					2
Drawing perpendicular lines using a ruler									1		29		1
Parallel Lines	1		5		1			23					2
Drawing parallel lines using a ruler									1		30		1
area	1		6		1	18			1	31			3
Square Units	1			7	1	19			1	32			3
Perimeter and area	1			8	1		20		1	33			3
more perimeter	1			9	1		21		1		34		3
area of a rectangle					1			22	1			35	2
Total :	10	3	4	3	15	4	6	5	10	2	1	2	35
NOTES	Multiple Choice Questions				Objective Questions				Subjective Questions				Duration : 90 minutes Max. Score : 70
	Max. score for each number : 1				Max. score for each number : 3				Max. score for each number : 5				
	Max. sub total score : 15				Max. sub total score : 45				Max. sub total score : 50				

K : Knowledge

C : Comprehension

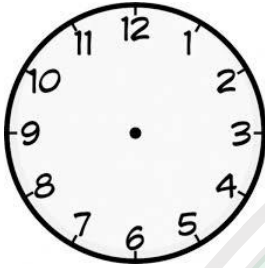
A : Application

1.

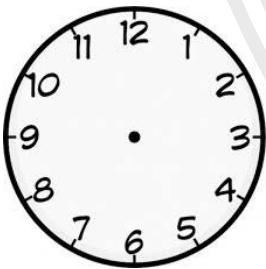


Name : _____

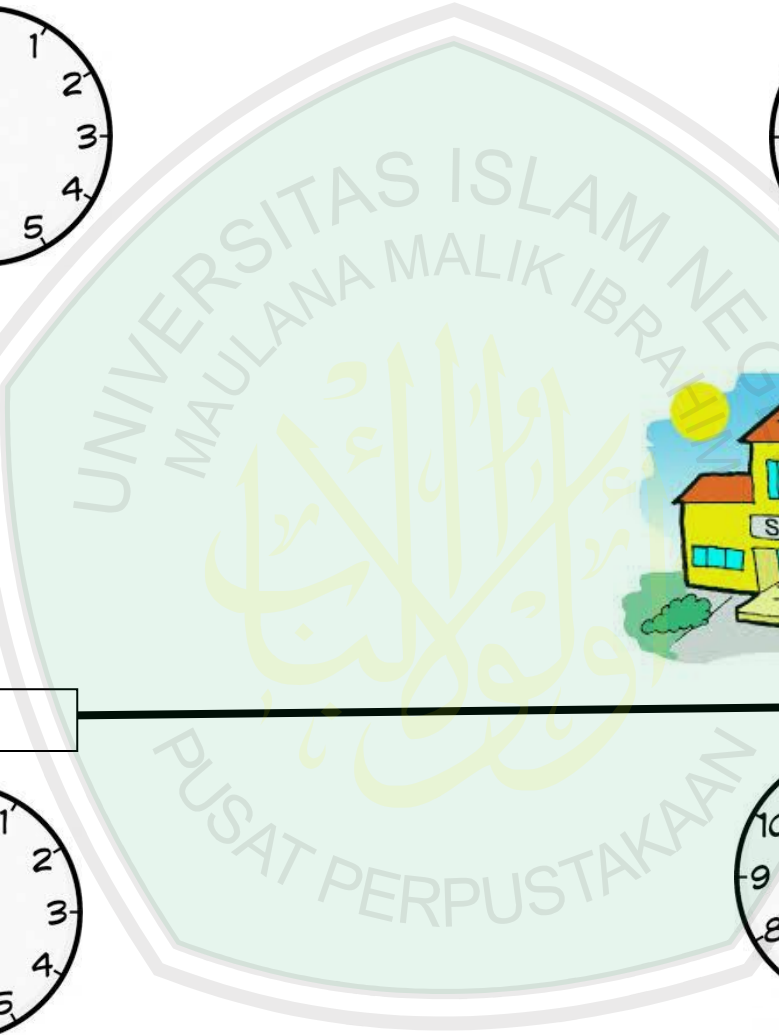
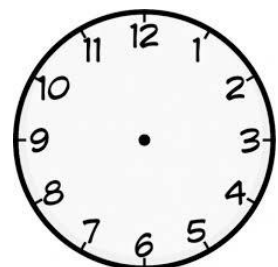
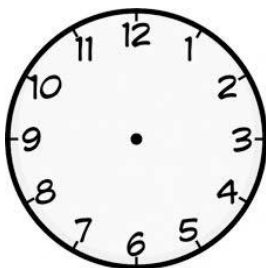
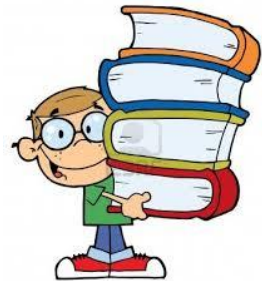
TIME AND DURATION



2.



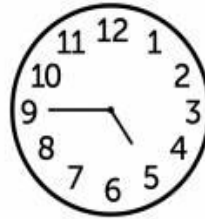
3.



What time is it?

Name: _____

INSTRUCTIONS: Write the time below each clock.



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9. How many hours and minutes are there from 10. 45 p.m. to 1. 20 a.m. ?

10. How many hours and minutes are there from 6. 27 a.m. to 10. 12 a.m. ?



MID TERM
MATH P3
TIME AND DURATION

3 MINUTES

1. a. Write in digital clock !



- b. _____ minutes to _____

3 MINUTES

2. a. Write in digital clock !



- b. _____ minutes past _____

3 MINUTES

3. a. 180 minutes = _____ hours
b. 1 hour = _____ minutes
c. 150 minutes = _____ hours _____ minutes

3 MINUTES

4. My father goes to Surabaya from Kediri.

He left home at 5.00 a.m.

The duration Kediri-Surabaya is 3 h 15 mins.

What time does he arrive Surabaya?

3 MINUTES

5. Sakhila goes to school.

The duration Sakhila's house to school is 1 h 20 mins.

Sakhila arrives school at 7.00a.m.

What time did Sakhila left her house ?

3 MINUTES

6. Bagas went to Bandung yesterday.

He arrived in Bandung at 6.00 p.m.

He left his house at 11.20 a.m

Find the duration of Bagas's house to Bandung !



ISLAMIC INTERNATIONAL SCHOOL PSM
Semester Assessment 2
2015-2016
Exam paper

CANDIDATE
NAME

CLASS

REGISTER
NUMBER

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Subject : Mathematics

Level and Stream : Primary 3

Day, Date : Saturday, May 21st 2016

Number of Question : 35

Setter : Usth. Ninik Ria H, S.Pd

Duration : 90
minutes

**I. shade (●) the correct answer !
(arsirlah jawaban yang benar !)**

1. What time is it now ?

- a. 20 minutes past 9
- b. 20 minutes past 10
- c. 20 minutes to 9
- d. 20 minutes to 10



2. Lala was studying at home for 2 hours.

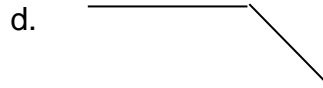
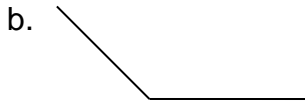
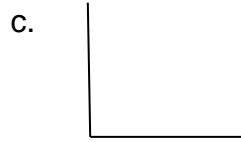
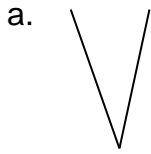
How many minutes are there in the 2 hours ?

- a. 60 minutes
- b. 120 minutes
- c. 180 minutes
- d. 150 minutes

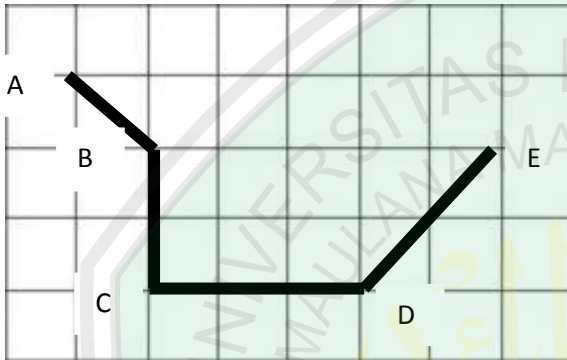


2 hours = _____ minutes

3. Which one is an acute angle ?



4. Which is the pair of perpendicular based on this picture ?



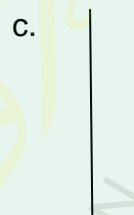
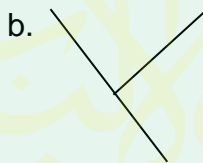
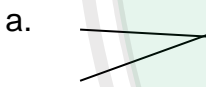
a. $AB \perp BC$

b. $BC \perp CD$

c. $CD \perp DE$

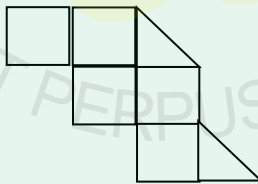
d. $DE \perp BC$

5. Which is the parallel line ?



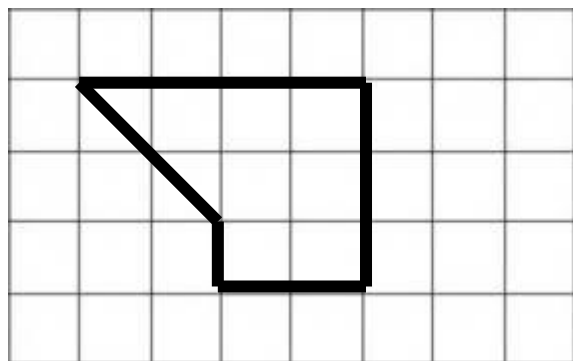
6. This area is _____ square tiles.

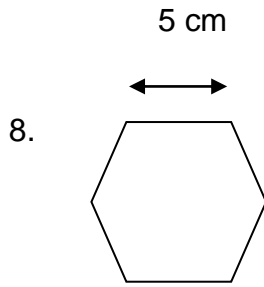
- a. 5
- b. 6
- c. 7
- d. 8



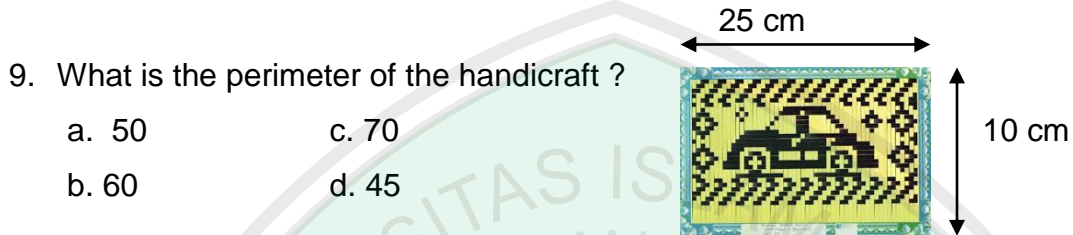
7. This area = _____ square units.

- a. 7
- b. 8
- c. 9
- d. 10





The perimeter of the hexagon is _____ cm.
 a. 25 b. 20 c. 30 d. 35

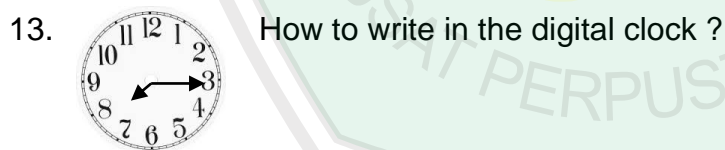


How long could he reach at school from his house ?
 a. 1 hour b. 45 minutes c. 1 hour 15 minutes d. 30 minutes

II. Fill in the blanks

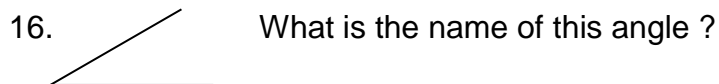
11. $\frac{1}{8} + \frac{1}{4} = \dots$

12. $\frac{11}{12} - \frac{1}{6} = \dots$



14. 2 hours 20 minutes = _____ minutes

15. Raihan was at his friend's house from 10. 15 a.m to 12.00 a.m.
 How long was he at his friend's house ?



17. Right angle has _____ degrees.

Picture for number 18 and 19.

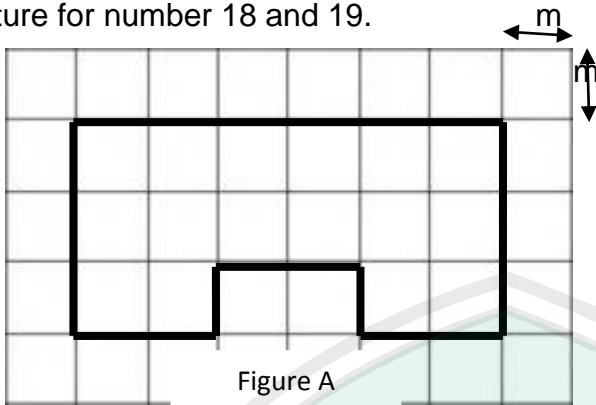


Figure A

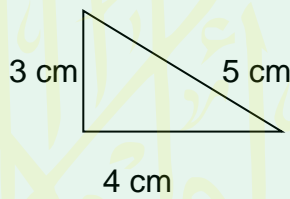
18. Area of figure A is _____ m²

19. Perimeter of figure A is _____ m.

20. _____ 6 cm The perimeter of rectangle is _____ cm.



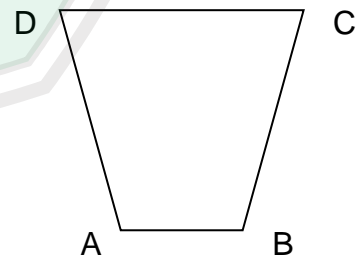
21. Find the perimeter of this triangle !



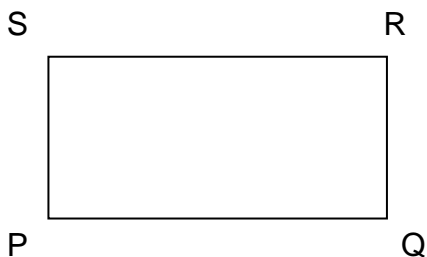
22. _____ 7 m The area of square is _____ m².



23. Based on this picture, the parallel line is _____ // _____



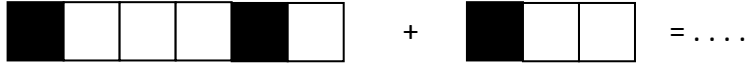
24. Based on this picture, The perpendicular lines are _____ ⊥ _____ and _____ ⊥ _____



25. Rozaqi needs time around 75 minutes to arrive the school.
So, how many hour and minutes that Rozaqi need ?

III. Solve these question !

26. Add this fraction !



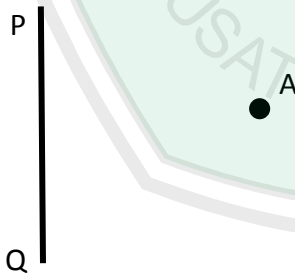
27. In this letters, which are the letters that have **parallel lines** ?



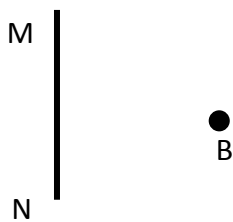
28. Bayu left home at 6.20 a.m.
He arrived Surabaya at 10.25 a.m.
How long was the duration of Bayu's home to Surabaya ?


29. Selly join the drawing competition.
The competition start at 8.15 a.m.
The duration of the drawing competition is 3 hours 30 minutes.
What time will Selly finish the drawing competition ?

30. Draw a line perpendicular to PQ passing through point A !

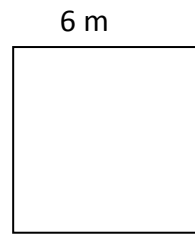


31. Draw a line parallel to MN through point B !

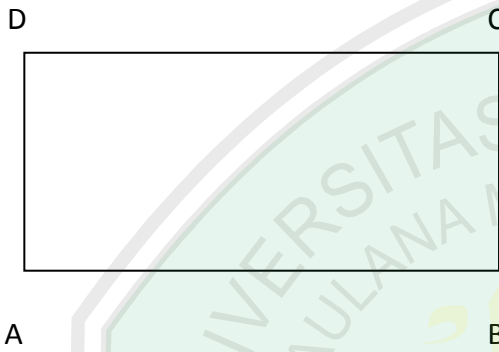


32.  The Area of rectangle is _____ cm².

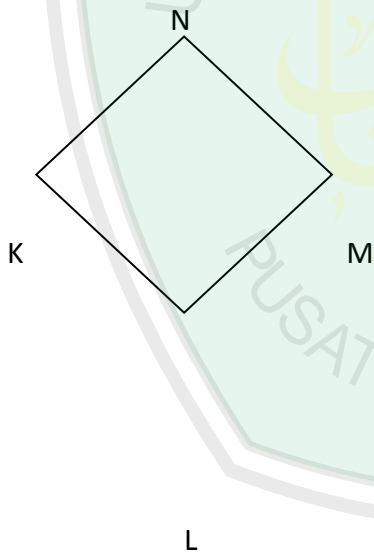
33. The perimeter of Square is _____ m.



34. Write 2 pairs of perpendicular lines in this rectangle !



35. Write 2 pairs of parallel lines in this figure !





RESULT ANALYSIS
ISLAMIC INTERNATIONAL SCHOOL PSM
DAILY ASSESSMENT TERM 4
2015-2016

Class : Primary 3 Ibn Rusyd
Subject : Maths
Form Teacher : Nurhasanah, S. Pd

Assessment Date : November
Examination : 19
Page(s) : 19

No	Reg. No.	Name	Weeks/ Pages 1	Weeks/ Pages 2	Weeks/ Pages 3	Weeks/ Pages 4	Weeks/ Pages 5	FINAL MARKS	
								(%)	Grade
1	0004	Ahif Yogi Murniyana	80	100				80	A
2	0005	Ahmad Usman Farwan	100	87				80	A+
3	0006	Bayu Aji Purnungka	100	80				80	A+
4	0008	Dia Octavia Rahmadani	80	80				80	A
5	0007	Elvinia Nurul Jumaidah	80	70				75	A
6	0009	Fatma Hanatul Khanna	100	100				100	A+
7	0010	Iraa Galina Maulana	80	87				75	A
8	0003	Lailatul Dyah Fauzila	100	70				80	A
9	0002	M. Razaq Ghentayul Ulum	80	75				80	A
10	0001	Melinda Tala Putri Nihari	100	87				80	A+
11	0003	Nafisa Rizki Azzahidita	100	80				80	A+
12	0007	Nayla Annasyra Putri Wilowo	80	80				80	A
13	0004	Pam Dina Aprilia N.F.	100	77				80	A
14	0008	Fariya Ananda	100	100				100	A+
15	0008	Raf Ahmad Nizamul H.	80	80				87	B
16	0003	Salsabila Alya Nurulh	80	100				80	A
17	0003	Solly Irma Damayanti	80	80				80	A+
18	0002	Ulmanah Nur Agra	100	100				100	A+
19	0003	Yahara Sabda Alhan	100	100				100	A+

Note :
 The highest mark is 100, even though a student(s) get more than 100. For a real student average marks (class) is 80.

Nurhasanah, S. Pd.
 Subject Teacher's Signature

Nurhasanah, S. Pd.
 MOD's Signature

Raf Saad Muzana, S.Pd
 Principals's Signature



ISLAMIC INTERNATIONAL SCHOOL PSM
Semester Assessment 2
2015 - 2016
Answer sheet

EXAMPLE	
CORRECT METHODS	
1	(A) ● (C) (D)
INCORRECT METHODS	
1	(A) ⊗ (B) (C) (D)
2	(A) (B) (C) ● (D)
3	(A) (B) (C) ⊗

REGISTER NUMBER			
0	1	2	3
●	●	○	○
①	①	①	①
②	②	②	②
③	③	●	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

NAME	: Pradizca Aprilio N.F				
CLASS	: Primary 3				
DAY, DATE	: Snturday, May 21 st 2016				
SUBJECT	: Mathematics				
Marking Table					
9	30	37		95	
Section A	Section B	Section C	Total	Final Mark	Teacher's Signature

*Marking table will be filled out by Subject Teacher

I. Section A

- | | |
|------------------|-------------------|
| 1. ● (B) (C) (D) | 6. (A) ● (C) (D) |
| 2. (A) ● (C) (D) | 7. (A) ● (C) (D) |
| 3. ● (B) (C) (D) | 8. (A) (B) ● (D) |
| 4. (A) ● (C) (D) | 9. (A) (B) (C) ● |
| 5. (A) (B) ● (D) | 10. (A) ● (C) (D) |

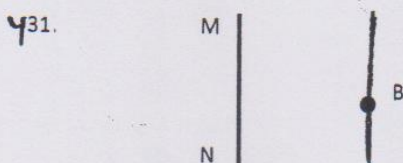
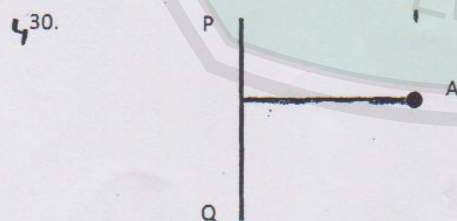
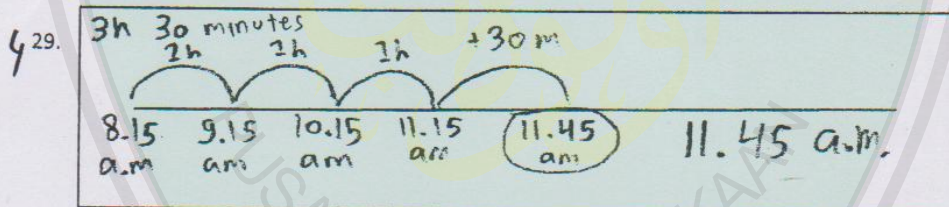
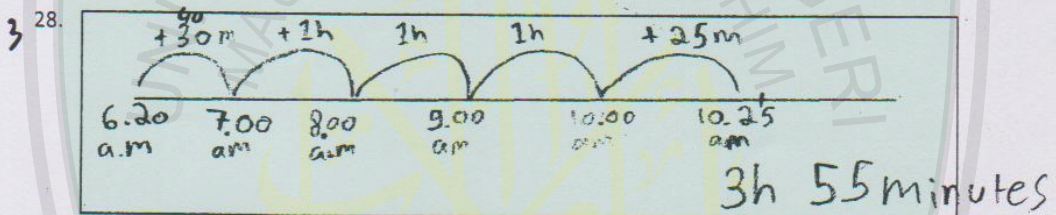
II. Section B

11. $\frac{3}{8}$
12. $\frac{9}{12}$
13. 7.15
14. 140 minutes
15. 1 hour 45 minutes
16. Acute angle
17. 90
18. 16 m²
19. 20 m

20 20 cm21 12 cm22 49 m²23 AB // DC24 SP ⊥ PQ QR ⊥ RS25 1h 15 minutes

III. Section C

$$y_{26.} \frac{2}{6} + \frac{1}{3} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6}$$

27. H

$$y_{32}. 10 \text{ m}^2$$

$$y_{33}. 24 \text{ m}$$

$$y_{34}. DA \perp AB$$

$$BC \perp CD$$

$$y_{35}. KL \parallel NM$$

$$LM \parallel KN$$

FATMA

95

1) a) 01.40

2) b) 20 minutes to 2.

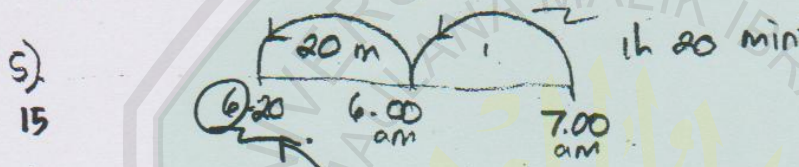
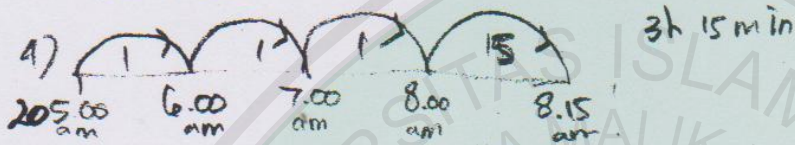
2) a) 07.20

1) b) 20 minutes past 7.

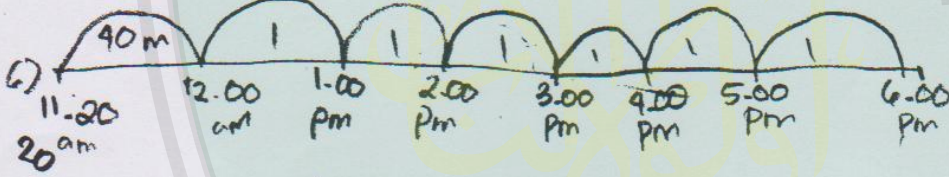
3) a) 3 hour

2) b) 60 minutes

c) 2 h 30 min.



6) $60m - 20 = 40m$



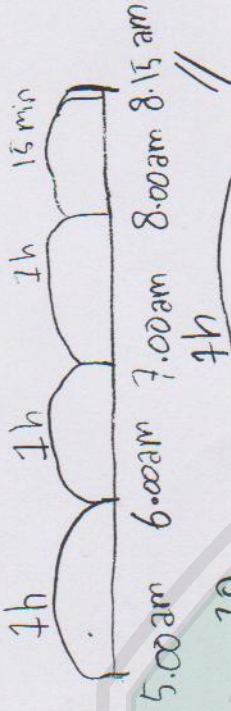
6h 40 min

PUSAT PERPUSTAKAAN

Nafisa

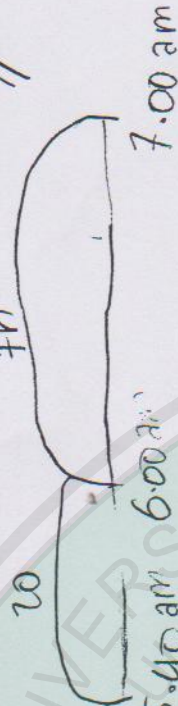
98

④ 20



1(a) 07.40

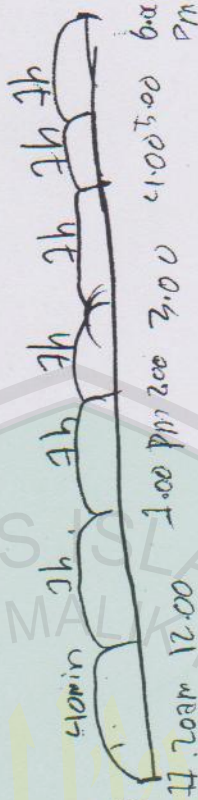
⑤ 20



1(b) 40 minutes to 2

2(a) 07.20

⑥ 20



2(b) 20 minutes
3(a) 3 hours
3(b) 60 minutes

3(c) 2 hour 17.0 minutes



Name : Fatma Dianatul Khusna
Reg. No. : 0032
Grade : P2 Bukhara
Year : 2014 - 2015

No	Name of Surah	Class	Mark			
			م	ج	ق	ض
1	Al-Fatihah	P1 - P5	√			
2	An-Naas	P1 - P5	√			
3	Al-Falaq	P1 - P5	√			
4	Al-Ikhlâs	P1 - P5	√			
5	Al-Lahab	P1 - P5		√		
6	An-Nasbr	P1 - P5	√			
7	Al-Kaafiruun	P1 - P5	√			
8	Al-Kautsar	P1 - P5		√		
9	Al-Maa'uun	P1 - P5		√		
10	Qura'isy	P1 - P5			√	
11	Al-Fiil	P1 - P5	√			
12	Al-Humazah	P1 - P5	√			
13	Al-'Asr	P1 - P5	√			
14	Al-Takatsur	P1 - P5		√		
15	Al-Qaari'ah	P2 - P5	√			
16	Al-'Adhyaat	P2 - P5		√		
17	Az-Zalzalah	P2 - P5		√		
18	Al-Bayyinah	P2 - P5		√		
19	Al-Qadr	P2 - P5	√			
20	Al-'Alaq	P2 - P5		√		
21	Al-Tiin	P2 - P5	√			
22	Al-Insyirah	P2 - P5	√			
23	Adh-Dhubah	P2 - P5	√			
24	Al-Layl	P3 - P5		√		
25	Ay-Syams	P3 - P5	√			
26	Al-Balad	P3 - P5		√		
27	Al-Fajr	P3 - P5				
28	Al-Ghasyiyah	P3 - P5				
29	Al-'Ala	P3 - P5				
30	Al-Thariq	P4 - P5				
31	Al-Buruj	P4 - P5				
32	Al-Insyiqaq	P4 - P5				
33	Al-Mutaffifin	P4 - P5				

Mark م : Mumtaz (Excellent)

Mark ج : Jayyid (Good)

Mark ق : Maqbul (Average)

Mark ض : Dha'if (Fair)

Parents / Guardian

(.....)

Principal

(Budi S. Margono, S. Pi.)

Kediri, June 14 2015

HOD ALQIS

(Hudan Ngisa Anshori, S.Pd.I.)

Tahfidz Report



ISLAMIC INTERNATIONAL SCHOOL PSM
10 Madura Rd. Gringging - Kediri - Indonesia

Student Character Report

Name : Fatma Dianatul Khusna
Nama

Class : P3 Ibuu Rusyd
Kelas

Form Teacher : Novitasari, S. Si.
Wali Kelas

Reg. Number : 0032
Nomor Registrasi

Term : 1
Term

Year : 2015-2016
Tahun

No.	Report Area	Rarely apparent	Apparent	Well-Developed	Costumary
		Belum Tampak 1	Tampak 2	Berkembang 3	Terbiasa 4
Score (Nilai)		1	2	3	4
Personal Character					
1	Religious (Religius)			√	
2	Nationalist (Nasionali)			√	
3	Discipline (Disiplin)				√
4	Responsible (Bertanggungjawab)				√
5	Independent (Mandiri)				√
6	Curious (Ingin tahu)				√
7	Open-Minded (Berpikiran terbuka)				√
8	Creativity (Kreatif)				√
9	Confident (Percaya diri)				√
10	Risk-Taker (Berani mengambil resiko)			√	
Social Character					
1	Respectful (Menghormati orang lain)			√	
2	Caring (Peduli)				√
3	Appreciative (Menghargai)			√	
4	Tolerant (Toleran)				√
5	Cooperative (Mudah kerjasama)			√	
6	Communicative (Komunikatif)				√
Total (Total)		0	0	6	10
Weightage (Bobot Nilai)		0 (x 1)	0 (x 2)	18 (x 3)	40 (x 4)

Final Score (Nilai Akhir) 58

Interval : 16 - 25 : Need Development (Membutuhkan Perbaikan)
 Internal 26 - 35 : Fair (Cukup)
 36 - 45 : Good (Baik)
 46 - 55 : Very Good (Sangat Baik)
 56 - 64 : Excellent (Istimewa)

√

Strengths Kelebihan
 Fatma did well in this term. Most of the characters notably appear. She developed well in responsibility and so did she in the social characters.

Weaknesses Kekurangan
 Developing her social skills is considered as a priority. Visiting some classmates during holiday is recommended.

Parent's/Guardian's Name & Signature	Budi Setyo Margono, S.P Principal	Novitasari, S.Si. Form Teacher	Date: 03/10/2015
Nama & Tanda Tangan Orang tua / Wali	Kepala Sekolah	Wali Kelas	Tanggal: 03/10/2015

Students Character Report



المدرسة الدولية الإسلامية
ISLAMIC INTERNATIONAL SCHOOL PSM
SEMESTER ASSESSMENT 1

Progress Report : 2015/2016
Term : 2

Address: 10 Machana Rd., Grego Kediri 64151 - Indonesia, Phone: (0354) 773715, Email: admin.kediri@iispsm.sch.id

Name :	Reg. No. :	Class :	Form Teacher :
Fatma Dianatul Khusna	0032	P3 Ibn Rusyd	Noritsari, S. Si

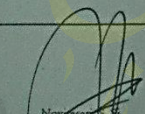

SUBJECTS	CAI	SAI	SOI		LEVEL AVERAGE	
	Marks	Marks	(%)	Grade	(%)	Grade
Al - Qur'an	94	95	95	A+	90	A
Arabic	95	95	95	A+	79	A
English	95	89	92	A+	78	A
Indonesian Language	92	94	93	A+	83	A
Islamic Studies	95	95	95	A+	82	A
Maths	95	95	95	A+	85	A
Science	90	95	94	A+	75	B
Social Studies	92	89	90	A	78	A
Citizenship	93	95	95	A+	84	A
Qur'anic Studies	95	95	95	A+	76	A
Physical Education	70	90	83	A	84	A
ICT	76	85	82	A	81	A
Art, Culture & Handicraft	87	91	90	A	85	A
Javanese	90	94.33333333	93	A+	76	A
Average	87	90	90		81	

CAI = Continuous Assessment SAI = Semester Assessment SOI = Semester Overall

Informations :

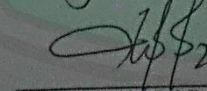
Passed All Subjects	: 14 / 14	Percentage All Subjects	: 100%
Attendance	: 48 / 48	Conduct	: Very Good
Overall Result	: PASSED	Delivered In	: Kediri

Form Teacher's Remarks
Alhamdulillah, by studying hard Fatma can achieve satisfactory results. We hope her spirits of learning will be sustainably improving. Be ready for the next grade. It will need more efforts. Insha Allah.

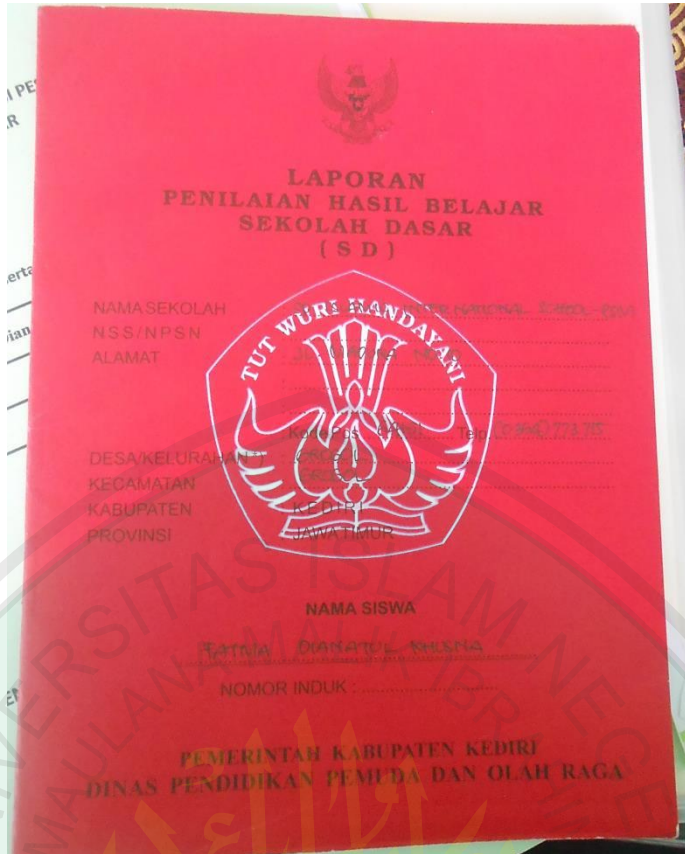
 Form Teacher's Signature: Noritsari, S. Si Principal's Signature: Hadis Supriatno, S.Pi Date: 12/19/2015

Parents' Remark
Alhamdullillah ananda. biza mecafer tatanan nilai nya. namun kami selalu bangga dia sangat semangat karena tujuannya untuk belajar lebih banyak untuk belajar nya. ananda ingin...



 Parent's / Guardian's Signature: _____ Date: 12-1-2016

Semester Report



11

Nama Siswa : FATMA DIANATUL K. Kelas : 1
 Nomor Induk : 0032 Semester : 1
 Nama Sekolah : SD IS PSM Tahun Pelajaran : 2015 / 2016
 Alamat Sekolah : Jl. MADURA No.10 GROBOL

No.	A. Mata Pelajaran	Nilai		KKM
		Tulis	Praktik	
1.	Pendidikan Agama	93	88	80
2.	Pendidikan Kewarganegaraan	99	-	75
3.	Bahasa Indonesia	98	-	75
4.	Matematika	96	86	75
5.	Ilmu Pengetahuan Alam	92	-	75
6.	Ilmu Pengetahuan Sosial	95	90	75
7.	Seni Budaya dan Keterampilan	94	95	75
8.	Pendidikan Jasmani, Olah Raga dan Kesehatan			
B. Muatan Lokal				
9.	Bahasa Jawa	93	-	75
10.	Bahasa Inggris	95	-	75
11.	TUK	82	76	75
Jumlah Nilai Prestasi Hasil Belajar		1036	445	-

C. Pengembangan Diri

Kegiatan Ekstra Kurikuler	Nilai
1. Pramuka	A
2. Olahraga	
3. Kesenian : <u>MENGGAMBAR</u>	A
4. <u>DIRUMAH</u>	A
5.	

12

Kepribadian	Nilai
1. Kedisiplinan dan Tanggung Jawab	A
2. Kebersihan dan Kerapian	A
3. Kerjasama	A
4. Kesopanan	A
5. Kemandirian	A
6. Kerajinan	A

Ketidakhadiran	Jumlah Hari
1. Izin	-
2. Sakit	-
3. Tanpa Keterangan	-

Catatan : Tingkatkan terus prestasimu.

Ditetapkan di KEDIRI
 Tanggal 10 DESEMBER 2015

Orang Tua/Wali,
 (.....)

Guru Kelas,
NOVIASARI S.Si
 NIP.

Kemendiknas Report

MATHS TERM BREAK PROJECT (TERM 1)

PRIMARY 3

Ninik Ria Herawati, S.Pd

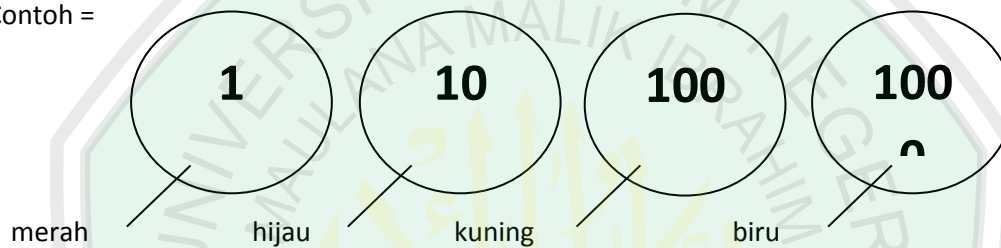
Assalamu'alaikum Wr. Wb

Hello My beloved students..... ! How are you ? I hope you have nice holiday now and get spirit in the next term. In this holiday, let's learn more about your topic in maths. So, Maths term break project is making learning aids about ones, tens, hundreds and thousands. You will make it 2 kinds (big and small project). I will explain to you how to make it.

1. Big project

Buat dari gabus berbentuk lingkaran dengan diameter 5 cm. Kemudian tempelkan kertas warna dengan tulisan angka sebagai berikut: merah = 1, kuning = 10, hijau = 100, biru = 1000. Dan jangan lupa tempelkan **magnet** di balik gabus ya... buat masing – masing sebanyak 1.

Contoh =



2. Small project

Buat dari kancing baju ukuran sedang kemudian tempelkan kertas warna dengan tulisan angka dan warna sama seperti nomer 1 tadi. Tapi pada bagian belakang tanpa magnet. Buat masing – masing sebanyak 10.

D. Appendix IV: Institution Data of Primary IIS-PSM Grogol Kediri

1. Institution Main Data
2. Cambridge Certificate
3. Teacher and Student Achievement



DATA PEGAWAI ISLAMIC INTERNATIONAL SCHOOL – PSM GROGOL KEDIRI

1. Pendidik dan Tenaga Kependidikan

a. Kepala Sekolah

No.	Uraian	Nama	Jenis kelamin		Usia	Pendidikan Terakhir	Masa Kerja
			L	P			
1.	Kepala Sekolah	Budi Setyo Margono, S.Pi	L		45	S1 Manajemen Sumber Daya Pengairan	8 th

b. Guru

1) Kualifikasi Pendidikan, Status, Jenis Kelamin, dan Jumlah

No.	Tingkat pendidikan	Jumlah dan Status Guru				Jumlah
		GT/PNS		GTT/Guru Bantu		
		L	P	L	P	
1.	S_3					
2.	S_2			1	-	
3.	S_1 / D_IV			5	9	
4.	D_III / Sasmud					
5.	D_II					
6.	D_I					
7.	≤ SMA / Sederajat			2		
Jumlah				8	9	17

2) Jumlah guru dengan tugas mengajar sesuai dengan latar belakang pendidikan (keahlian) termasuk kepala sekolah

No.	Guru	Jumlah guru dengan latar belakang pendidikan sesuai dengan tugas mengajar				Jumlah guru dengan latar belakang pendidikan yang TIDAK sesuai dengan tugas mengajar				Jumlah
		D1/D2	D3/Sasmud	S1/D4	S2/S3	D1/D2	D3/Sasmud	S1/D4	S2/S3	
1.	Kepala Sekolah			1						
2.	Guru Kelas			4						
3.	Penjaskes			1						
4.	Pendidikan Agama			1						
5.	Kesenian			1						

No.	Guru	Jumlah guru dengan latar belakang pendidikan sesuai dengan tugas mengajar				Jumlah guru dengan latar belakang pendidikan yang TIDAK sesuai dengan tugas mengajar				Jumlah
		D1/D2	D3/Sasmud	S1/D4	S2/S3	D1/D2	D3/Sasmud	S1/D4	S2/S3	
6.	Mulok:			5						
	Jumlah			13						

3) Data Lengkap Guru

No.	Nama	L/P	Maper sertifikasi	Jurusan S-1	Universitas	Status	Masa Kerja	Mapel yang diampu
1.	YOYOK AMIRUDIN, M.Pd.I	L		S2 – PAI	UIN Kali Jaga Jogjakarta	GTY		GURU AGAMA
2.	HUDAN NGISA ANSHORI, S.Pd.I	L		S1 – Bhs. Arab	STAIN Ponorogo	GTY		GURU BAHASA ARAB
3.	NOVITA SARI S,Si	P		S1 – MATEMATIKA	Universitas Brawijaya	GTT		GURU MATEMATIKA
4.	NINIK RIA HERAWATI, S.Pd	P		S1 – PENDIDIKAN MATEMATIKA	Universitas Nusantara PGRI	GTT		GURU KESENIAN
5.	MUHAMMAD ABDUL AZIZ, S.Pd.I	L		S1 – PENDIDIKAN AGAMA ISLAM	UIN Sunan Ampel Surabaya	GTT		GURU KELAS
6.	SITI MIFTAHUL JANAH, S.Pd.I	P		S1 – PENDIDIKAN BAHASA INGGRIS	STAIN Kediri	GTT		GURU KELAS
7.	MISBAH ABDUL HARIS NASUTION AL HANIF,	L		S1 – PENDIDIKAN KEPELATIHAN OLAHRAGA	Universitas Negeri Surabaya	GTT		GURU PENJASKES

No	Tenaga Pendukung	Jumlah tenaga pendukung dan kualifikasi pendidikannya						Jumlah tenaga pendukung Berdasarkan Status dan Jenis Kelamin				Jumlah
		SMP	SMA	D ₁	D ₂	D ₃	S ₁	PNS		Honorer		
								L	P	L	P	
5	PTD (Pend Tek. Dasar)											
6	Kantin											
7	Penjaga Sekolah											
8	Tukang Kebun		2									2
9	Satpam											
10	Lainya											
	Jumlah											4

Data Lengkap Tenaga Kependidikan

No	Nama	L/P	Nama Pendidikan Terakhir	Jurusan	Universitas / Asal Sekolah	Status	Masa Kerja	Bidang Tugas
1	Galih Diktya Bunga Santosa, S.AP	P	S ₁	Administrasi Publik	Univ. Brawijaya	PTT	2	Tata Usaha
2	Bariklana Indita Hastuti, S.Pd	P	S ₁	Administrasi Pendidikan	Univ. Negeri Malang	PTT		Tata Usaha
3	Moh. Shofi Anwari	L	SMK	Otomotif	SMK PGRI 4 Kediri	PTT	1	Kebersihan
4	Muhammad Abdul Aziz	L	SMK	Otomotif	SMK PGRI 4 Kediri	PTT		Kebersihan

Statement of Results

CAMBRIDGE INTERNATIONAL DIPLOMAS

Candidate Name
YOYOK AMIRUDIN

Date of Birth
04/08/1985

Centre / Cand. No.
ID234130001L

Centre Name
AL-IRSYAD SATYA ISLAMIC SCHOOL

Session
February (CCA2) 2013

Code	Module Title	Grade	Session
5289	Teachers and Trainers CoreMod	PASS	February (CCA2) 2013

Explanatory Notes

This statement of results is NOT a certificate. It is issued as a statement of achievement for individual modules from the Cambridge International Diplomas.



CAMBRIDGE
International Examinations



CAMBRIDGE
International Examinations

**Cambridge International Certificate
for Teachers and Trainers**

Certificate at Professional Level

awarded to

YOYOK AMIRUDIN

at

AL-IRSYAD SATYA ISLAMIC SCHOOL

The candidate has achieved the required standard in the following units:

- Developing a new teaching approach
- Facilitating active learning
- Reflecting on practice

Vice-Chancellor
University of Cambridge

35.2011.040885.0002
Candidate Number: ID234130001L
February (CCA2) 2013



0000525 0000525
00000525

Cambridge English Certificate of Participation

Presented to

Yoyok Amirudin, S.Pd.I

In recognition of your attendance at

CAMBRIDGE DAY

Developing Fluency

Surabaya, 12 February 2014



David Bohlke

*Series Editor of
Interchange Fourth Edition*



**CAMBRIDGE
UNIVERSITY PRESS**

Certificate of Participation

Presented to

Yoyok Amirudin, M.Pd.I

In recognition of your attendance at

My Pals are Here! EDUCATORS GATHERING 2015

“Equipping Learners with 21st Century Competencies”

Surabaya, 12th September 2015



Joy Tan
General Manager
Marshall Cavendish Education



Djuni Rimba
Executive Director
Mentari Books Indonesia

MY
PALS
ARE HERE!
English

MY
PALS
ARE HERE!
Maths

MY
PALS
ARE HERE!
Science

Take Off
English



mc Marshall Cavendish
Education


mentari
books
Giving solutions

Students and Teachers Achievement

No	Peserta	Tingkat	Prestasi	Tahun	Tempat
1	Siswa	International	Finalis Fahrudin Razi Competetion Jakarta 2015 (6 Anak)	2015	Jakarta
2		Nasional	Finalis Olimpiade Sains Kuark	2015	Jakarta
3			Finalis Spelling Bee English First	2014	Jakarta
4			Finalis KMNR Matematika	2016	Bogor
5			10 Terbaik Matematika	2016	Surabaya
6		Provinsi	Juara 2 Matematika Se Jatim oleh Emerald Competition	2013	Surabaya
7			Juara 3 English Indonesia Berprestasi	2013	Surabaya
8			Finalis Olimpiade Math dan English Malag	2013	Malang
9			Juara 4 Tim Robotik IIS	2016	Surabaya
10			Juara 5 Robotik Perorangan	2016	Surabaya
11			8 Seminal KMNR	2016	Jombang
12		Kabupaten /Kota Kediri	Juara 1 OSK	2014	Kab. Kediri
13			Juara 2 Spelling Bee English First	2014	Kab. Kediri
14			Juara 1 dan 3 Spelling Bee UNISKA	2015	Kab. Kediri
15			Juara 3 Sains Indonesia Berprestasi	2013	Kab. Kediri
16			Juara 2 English	2014	Kab. Kediri
17			Juara 3 Menggambar BNI	2014	Kab. Kediri
18			Juara 3 English Indonesia Berprestasi	2014	Kab. Kediri
19			Juara 2 Olimpiade Math dan Sains	2013	Kota Nganjuk
20			Juara 1 English Hari jadi Kediri	2014	Kab. Kediri
21			Juara 2 menggambar BNI	2015	Kediri
22			Juara 3 Olimpiade Math dan Sains	2013	Nganjuk
23			Juara 3 Olimpiade Sains	2014	Kota Kediri

No	Peserta	Tingkat	Prestasi	Tahun	Tempat
24			Juara 1 Olimpiade Matematika Indonesia Berprestasi	2013	Kediri
25			Juara 1 Olimpiade Sains Indonesia Berprestasi	2013	Kediri
26			Juara 1 English TOPAZ	2015	Kediri
27			Juara 3 IMSO (international Mathematic and Science Olimpiade	2016	Kediri
28			Juara 3 Tenis meja putri	2016	Kediri
29			Juara Umum Robotik Perorangan	2016	Kediri
30		Kecamatan	Juara 1 MHQ Putra	2015	Kecamatan Grogol
31			Juara 2 Melukis Putri	2015	Kecamatan Grogol
32			Juara 2 Renang	2015	Kecamatan Grogol
33			Juara 2 MTQ Putri	2015	Kecamatan Grogol
34			Juara 3 Melukis	2013	Kecamatan Grogol
35			Juara 2 Melukis	2015	Kecamatan Grogol
36			Juara 1 Melukis	2013	Kecamatan Grogol
37			Juara 3 Menyanyi	2015	Kecamatan Grogol
38			Juara 2 menggambar	2014	Kecamatan Grogol
39			Juara 1 Tenis Meja Putra	2016	Kecamatan Grogol
40			Juara 1 Tenis meja Putri	2016	Kecamatan Grogol
41			Juara 1 Renang Putra	2016	Kecamatan Grogol
42			Juara 2 IMSO (International Mathematic and Science Olimpiade	2016	Kecamatan Grogol
43	Guru		2 Guru Finalis KMNR	2016	Bogor

E. Appendix V: Research Image

1. Math Learning Activity Images
2. Interview Images



Research Image



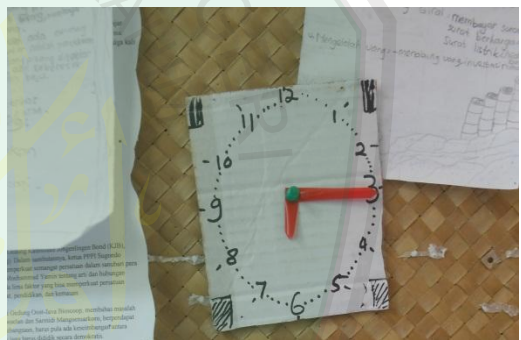
Students made clock in a grup by the direction of teacher



Teacher was guiding the students to make a clock



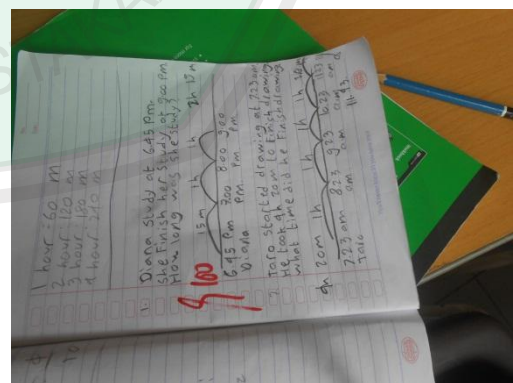
Student result of clock



Student result of clock



Teacher demonstrated how to tell the clock



Student result of time and duration

Math Morning Activity



Students made 3D Shape net from straw



Students learned about number



Students made cube net in a group



Teacher was guiding the students to make cube net

Market Day 2016 (IIS Fair)



Students sold food to apply the matter at class about volume, shapes, and 3D-Shapes

Documentation



Interviewed with Budi Setyo
Margono, S.Pi
Principal of IIS-PSM Grogol Kediri



Interviewed with Yoyok Amiruddin,
M.Pd.I
Vice Principal of Curriculum IIS-PSM



Interviewed with Ninik Ria Heriawati, S.Pd
Mathematics Teacher of IIS-PSM Grogol



Interviewed with students of IIS-
PSM Grogol Kediri

F. Appendix VI: Research Letter

1. Research License
2. Research Evidence
3. Consultation Evidence





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email :psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/228/2015
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

26 Oktober 2015

Kepada

Yth. SD Islamic International School Pesantren Sabilil Muttaqien Kediri
di

Kediri

Assalamu'alaikumWr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Erna Mufidatus Sholikhah
NIM : 12140153
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester – Tahun Akademik : Ganjil - 2015/2016
Judul Skripsi : *Implementation of Cambridge Curriculum on Math at Elementary school of Islamic International School Pesantren Sabilil Muttaqien Kediri*

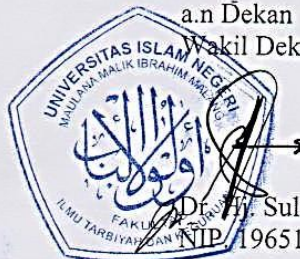
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan

Wakil Dekan Bid. Akademik,



Dr. H. Sulalah, M.Ag

NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



Certificate No. ID08/1219



ISLAMIC INTERNATIONAL SCHOOL
 YPI-PESANTREN SABILIL MUTTAQIEN
 Jl Madura No 10 Grogol Kediri 64151
 Phone: (+62) 354 773715, Email: iis.kediri@gmail.com

SURAT KETERANGAN

054 / A.III/ 23.05/ IIS/ 2016

Yang bertanda tangan di bawah ini

Nama : Budi Setyo Margono
 Jabatan : Kepala Sekolah
 NIPY : 020122144
 Unit Kerja : *Islamic International School-Pesantren Sabilil Muttaqien Grogol Kediri*

Menerangkan bahwa,

Nama : Erna Mufidatus Sholikhah
 NIM : 12140153
 Jurusan : PGMI
 Fakultas : Ilmu Tarbiyah dan Keguruan
 Universitas : UIN Maulana Malik Ibrahim Malang

telah melakukan penelitian di SD *Islamic International School-Pesantren Sabilil Muttaqien* Grogol Kediri mulai 30 Maret - 24 Mei 2016.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Kediri, 24 Mei 2016

Kepala *Islamic International School*



Budi Setyo Margono



KEMENTERIAN AGAMA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http:// fitk.uin-malang.ac.id/ email : fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nama : ERNA MUFIDATUS SHOLIKHAH
 NIM : 12140153
 Judul : THE IMPLEMENTATION OF CAMBRIDGE CURRICULUM
 ON MATHEMATICS LEARNING AT PRIMARY ISLAMIC INTERNATIONAL
 SCHOOL PESANTREN SABILIL MUTTAQIEN GROBOL KEDIRI
 Dosen Pembimbing : DR. MUHAMMAD WALID, MA

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	18/03/16	konsultasi langkah wawancara .	
2.	6/04/16	konsultasi bab 1, 2	
3.	15/04/16	konsultasi bab 3 dan 4	
4.	22/04/16	konsultasi bab 3 dan 4	
5.	4/05/16	konsultasi Bab 3, 4 dan 5	
6.	23/05/16	Revisi Bab 4 dan 5	
7.	1/06/16	Revisi Bab 4 dan 5	
8.	7/06/16	Revisi Bab 1, 2, 3, 4, 5, 6	
9.	14/06/16	Acc skripsi	
10.			
11.			
12.			

Malang, 14 Juni 2016...

Mengetahui
 Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA
 NIP. 197308232000031002



Certificate No. ID08/1219

G. Appendix VII: Research Transcript

1. Interview Transcript
2. Observation Transcript



PEDOMAN WAWANCARA

No.	Aspek	Indikator	Bentuk Pertanyaan
A.	Konsep kurikulum Cambridge pada pembelajaran	1. Komponen tujuan	<ul style="list-style-type: none"> • Apa yang menjadi tujuan dari penerapan kurikulum Cambridge di IIS-PSM?
		2. Komponen isi	<ul style="list-style-type: none"> • Apa saja mata pelajaran yang dikembangkan berdasarkan pada kurikulum Cambridge? • Kegiatan apa saja yang dikembangkan dan disusun dalam rangka mencapai tujuan pembelajaran?
		3. Komponen proses	<ul style="list-style-type: none"> • Ciri khas apa yang dimunculkan pada poses pembelajaran, khususnya pembelajaran matematika berbasis Cambridge di IIS-PSM Kediri? • Bagaimana proses pembelajaran matematika di IIS-PSM Kediri? • Bagaimana cara penyampaian materi-materi tersebut kepada siswa?
		4. Komponen evaluasi	<ul style="list-style-type: none"> • Bagaimana evaluasi pembelajaran matematika di IIS-PSM Kediri?
B.	Latar belakang penerapan kurikulum Cambridge pada pembelajaran matematika	1. Dasar penerapan kurikulum Cambridge	<ul style="list-style-type: none"> • Apa yang mendasari penerapan kurikulum Cambridge ini?
		2. Kegiatan tindak lanjut Dahlan Iskan setelah membangun IIS-PSM	<ul style="list-style-type: none"> • Dalam pengembangannya, IIS-PSM ini menggunakan kurikulum Cambridge ya Ustadz. Perihal apa yang melatarbelakangi diterapkannya Kurikulum Cambridge di IIS-PSM?
C.	Pelaksanaan pembelajaran matematika berbasis Cambridge	1. Perencanaan pembelajaran	<ul style="list-style-type: none"> • Sebagai tenaga pengajar matematika di IIS-PSM ini, Apa saja yang harus dipersiapkan sebelum mengajar? • Apa ada sebuah file yang digunakan sebagai induk untuk membuat perencanaan sampai pada evaluasi?
		2. Proses pembelajaran	<ul style="list-style-type: none"> • Apakah di kurikulum Cambridge itu ada ketentuan dalam mengajarkan matematika? • Bagaimana proses pembelajaran matematika di IIS-PSM Kediri?
		3. Evaluasi pembelajaran	<ul style="list-style-type: none"> • Bentuk Penilaian apa yang digunakan? • Acuan apa yang digunakan dalam melaksanakan penilaian? • Bagaimana proses pembuatan TOS? • Bagaimana proses evaluasi di IIS-PSM?

TRANSKRIP WAWANCARA

Nama Sekolah : TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri
 Alamat Sekolah : Jl. Madura No.10, Grogol, Kab.Kediri
 Nama Informan : Budi Setyo Margono, S.Pi
 Kode Informan : B
 Jabatan : Kepala TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
A.	Rabu/30 Maret 2016	09.15 WIB – 10.05 WIB / Ruang Multimed ia IIS- PSM Kediri dan Ruang Tamu IIS-PSM Kediri	1. Konsep kurikulum cambridge pada pembelajaran matematika	a. Komponen Tujuan	1) Apa yang menjadi tujuan dari penerapan kurikulum cambridge di IIS-PSM ini ustadz?	Tujuan utamanya intinya bahwa kita ingin anak-anak yang belajar di sisni kelak menjadi anak-anak yang punya mindset global tetapi dengan jiwa yang Islam, sehingga itu mungkin upaya yang bisa kami lakukan yang membuat tujuan kami itu bisa terfasilitasi karena Cambridge yang kita gunakan ini adalah kita bersinergi dengan sekolah internasional di Singapore. Harapannya dengan memberlakukan sistem ini kita bisa mencontoh apa yang sudah dilakukan oleh sister school kami yang ada di Singapura ini untuk diterapkan di Negara kita. Tentunya ada banyak sekali penyesuaian-penyesuaiannya dengan kondisi lingkungan kita dengan Singapore. Tetapi setidaknya itu menjadi referensi yang membuat kita lebih mudah dalam mengadaptasi penerapan kurikulum Cambridge di sekolah kami ini.
				b. Komponen Isi	1) Apakah ada program dari kurikulum Cambridge yang harus diterapkan di sekolah ini ustadz? Misalkan kurikulum Cambridge yang ada di Irsyad menerapkan program A, B, C. Nah, apakah itu juga diterapkan di sekolah ini ustadz?	Tentunya pendidikan itu sesuai dengan agama Islam ya, kita harus memberikan pendidikan itu sesuai dengan zamannya. Sedangkan sekarang ini zamannya sudah mulai globalisasi, kemudian banyak sekali dari luar informasi yang masuk sehingga kita harus menyiapkan anak-anak kita kedepannya, jadi kita memutuskan untuk menggunakan Cambridge

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
				c. Komponen Proses (Pendekatan, model pembelajaran)	<p>1) Bagaimana proses pembelajaran berbasis Cambridge di IIS-PSM Kediri Ustadz?</p> <p>2) Apakah program penerapan kurikulum Cambridge tersebut sudah berjalan dengan baik?</p>	<p>Proses belajar itu sendiri juga berjalan secara active learning. Nah, active learning di sini, tantangan dari kami adalah bahwa buku yang kita pakai itu merupakan kombinasi. Sedangkan yang wajib harus kami gunakan di sini yang bermuatan internasional adalah mata pelajaran sains, bahasa Inggris dan Matematika. Ketiga pelajaran itu sebenarnya yang menjadi tujuan utama. Tapi akhirnya model pembelajaran yang kontekstual, yang active learning ini tidak hanya kita aplikasikan di ketiga itu, tetapi juga di keseluruhan mata pelajaran yang lain termasuk dengan pembiasaan-pembiasaan budaya Islam yang kita berlakukan di sekolah ini. Dengan menerapkan kontekstual learning ini kita lihat anak-anak itu menjadi lebih bisa menerima pelajaran dengan lebih baik karena dengan semua gaya belajar mereka lebih terfasilitasi dibandingkan dengan seandainya kita tidak menggunakan model yang active learning</p> <p>Kalau yang itu sudah, kalau yang masih belum mungkin modifikasinya ya. Ya yang dulu itu salah satu tujuannya adalah meningkatkan kearifan lokal. Nah hambatannya adalah ternyata kearifan lokal ini tidak bisa berhenti atau kurang bisa terfasilitasi karena kita memprioritaskan bahasa Inggris, math dan science-nya itu menjadi lebih banyak dialokasikan dalam term break, sehingga mereka nanti misalkan presentasi itu misalkan ada kegiatan pembelajaran yang sifatnya mengarah ke arah situ, anak-anak itu akan menjadi dutanya, misalkan mempresentasikan atau mendemonstrasikan cara kerja sains, ketika dia mempresentasikan itu otomatis menjadi bahan pelajaran bagi yang lainnya. Di sini itu, tema yang akan kita tentukan atau kita berikan itu berkaitan dengan</p>

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						tema yang akan mereka pelajari di term berikutnya, jadi misalkan antara term 1 dan term 2, jadi selama libur itu kita <i>project</i> -nya adalah mengenai materi di term 2. Jadi ketika masuk itu, apa yang mereka buat atau yang mereka kerjakan itu akan mendukung pembelajaran di term berikutnya ketika masuk. Nah itu yang menjadi semacam prioritas.
				d. Komponen evaluasi (guru secara eksternal dan internal)	1) Bagaimana evaluasi pembelajaran matematika di IIS-PSM Ustadzah?	Jadi Pemantauan ada yang dari Irsyad ada yang dari kami sendiri secara internal.
			2) Bagaimana proses pemantauan dari Irsyad tersebut Ustadz?		Dari Irsyad itu setiap tiga bulan, tetapi tidak tentu. Yang sekarang itu hampir setiap bulan ada training yang diadakan oleh konsultan kami sister school kami yang ada di Singapura ini, termasuk minggu kemarin itu selama 2 minggu belajar bahasa Inggris dan CICTT itu adalah program yang kita gunakan untuk bagaimana kita mengakselerasi mengadopsi penerapan kurikulum internasional itu dalam kehidupan kita mengajar di sini. Oleh karena itu, diadakan selama 2 minggu dan insyaallah minggu depan ada lagi dan begitu seterusnya. Artinya bahwa skill yang oleh guru di sini akan selalu di update oleh konsultan kami secara berkelanjutan, di samping itu untuk mengetahui perkembangannya sejauh mana.	
			3) Kemudian secara internal, bagaimana proses evaluasi guru di IIS-PSM ini Ustadz?		Jadi program yang akan kita kerjakan itu setiap hari, anak-anak kan pulang setengah 3 kalau guru dan pengajar pulang jam setengah 4 dengan sisa waktu 1 jam setiap harinya untuk meeting-meeting ataupun sharing tentang atau juga training internal tentang kegiatan pembelajaran sehari-hari. Jadi setiap hari, misalkan hari senin sore itu kita agendanya adalah internal department atau dialog	

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						<p>antar guru dalam satu department untuk mempersiapkan seminggu ke depan ini apa yang akan mereka kerjakan, itu yang hari senin. Kalau yang hari selasa itu English Force. Nah di sini setiap hari selasa kita aktivitasnya adalah beraktivitas dengan bahasa inggris baik berupa training, kadang juga conversation atau kadang dialog, atau kadang apa saja permainan ataupun aktivitas yang sifatnya membuat para guru mengaplikasikan bahasa inggris. Nanti yang hari rabu itu ada kegiatan sharing kepala sekolah dengan seluruh guru. Nanti yang hari kamis itu adalah kegiatan Biah Islamiyah. Biah Islamiyah adalah kegiatan yang kaitannya dengan pembelajaran. Kemudian yang hari jumat itu ada kegiatan yang sifatnya membahas tentang school event atau kegiatan sekolah yang dalam waktu dekat, misalkan mau ada hari raya, hari kartini, hari jumat itu adalah schedule untuk kegiatan itu.</p>
				e. Komponen Evaluasi siswa	1) Bagaimana dengan evaluasi untuk siswa Ustadz?	<p>Setiap minggu kita ada Com Book setiap hari jumat itu. Semacam buku yang memberikan catatan kepada masing-masing anak itu secara tekstual. Jadi penjelasan gitu. Secara kualitatif gitu ya. Sehingga nanti senen buku ini sudah dikembalikan lagi sehingga kita bisa berkomunikasi di situ. Itu yang mingguan</p>
			2.Latar belakang penerapan kurikulum Cambridge pada pembelajaran matematika	a. Kegiatan tindak lanjut Dahlan Iskan setelah membangun IIS-PSM	1) Untuk selanjutnya, seperti yang kita ketahui, bahwa pencetus ide berdirinya IIS-PSM di Indonesia adalah Bapak Dahlan Iskan yang bertujuan untuk memajukan masyarakat di kota kecil supaya dapat <i>survive</i> di era yang semakin berkembang	<p>Jadi yang pertama sekolah ini sebenarnya adalah bagaimana beliau mempersiapkan tentang perubahan perekonomian dunia ini yang akan terjadi kira-kira tahun 2025 menurut beliau. Jadi di kala itu menurut beliau perekonomian dunia akan bergeser ke timur sehingga mungkin pusat perekonomian dunia adalah Cina, India, dan kita karena berada di Asia Tenggara itu menjadi sangat mungkin apabila kita mempersiapkan kondisi yang insyaallah akan terjadi di masa itu. Sehingga anak-anak di</p>

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					<p>ini. Kemudian kegiatan tindak lanjut apa yang dilakukan oleh Bapak Dahlan Iskan setelah membangun sekolah IIS-PSM ini?</p>	<p>sini nanti akan terkondisi dengan pola pikir yang global tapi tetap dengan menjadikan Islam itu sebagai identitas pribadinya. Sehingga mereka nanti bisa berinteraksi dengan banyak komunitas yang heterogen tetapi tetap dengan menjadikan Islam itu sebagai identitas pribadinya. Sehingga mereka nanti bisa berinteraksi dengan banyak komunitas yang heterogen tetapi tetap dengan jiwa yang Islam juga dengan jiwa yang nasional.</p>
					<p>2) Perihal apa yang melatarbelakangi diterapkannya Kurikulum Cambridge di IIS-PSM Kediri ini Ustadz?</p>	<p>Kurikulum Cambridge, mungkin kalau jaman sekarang kita mengupayakan agar moto-moto itu, simbol-simbol itu menjadi semacam upaya kita untuk membuat masyarakat menjadi terbuka bahwa kita berorientasi pada sesuatu yang berbeda dari biasanya. Nah, kurikulum Cambridge ini kami kembangkan sendiri dengan budaya Islam, sehingga apa yang kami lakukan dengan kurikulum Cambridge ini adalah bagaimana tata belajar anak yang belajar di pondok pesantren sehingga tidak seperti zaman dulu yang mungkin dikenal pesantren itu dengan hal-hal yang sifatnya tradisional tapi menyadari bahwa pesantren itu adalah sumber budaya, potensi sumber budaya yang besar karena di Negara kita banyak sekali pesantren. Nah cita-citanya itu agar apabila pesantren ini berhasil, nanti akan dikembangkan di pesantren-pesantren lain, mungkin dalam lingkup pesantren kami sendiri dulu, karena di pesantren kami ada 138 sekolah dan sangat mungkin nanti setelah kami menuntaskan pesantren kami sendiri, mungkin nanti akan dikembangkan atau ditularkan ke sekolah-sekolah lain. Jadi intinya membuat pendidikan di pesantren itu menjadi beda begitu, lebih update.</p>
				b. Harapan	1) Apa harapan dari kerja sama	Harapannya dengan memberlakukan sistem ini, kita bisa

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				kerja sama dengan Singapura	dengan Singapura sebagai sister school Ustadz?	mencontoh apa yang sudah dilakukan oleh sister school kami yang ada di Singapura ini untuk diterapkan di Negara kita. Tentunya ada banyak sekali penyesuaian-penyesuaiannya dengan kondisi lingkungan kita dengan Singapore. Tetapi setidaknya itu menjadi referensi yang membuat kita lebih mudah dalam mengadaptasi penerapan kurikulum Cambridge di sekolah kami ini
				c. Pemilihan Kurikulum Cambridge sebagai kurikulum Internasional	1) Mengapa kurikulum Cambridge dipilih sebagai kurikulum internasional yang diterapkan di sekolah ini Ustadz?	Saya menyebutnya itu seperti ada tantangan karena di setiap tempat itu kan ada muatan lokal atau local wisdom sedangkan di Cambridge itu memberikan keluasaan bagi kita untuk bisa mengoptimalkan nilai kearifan lokal itu menjadi pembelajarannya, jadi menurut saya lebih memberi tantangan kepada kita untuk menggali potensi lokal ini dalam bentuk pembelajaran. Misalkan saja kalau di luar negeri laboratorium sains dibuat karena mereka tidak punya sarana untuk belajar sains. Nah kalau di sini, lapangan, halaman, kebun kita sudah menjadi lab yang justru lebih natural, lebih kompleks, dan bahkan setiap pergantian musim yang akan kita amati juga berbeda-beda, jadi saya menganggapnya lebih pada tantangan tadi ya, dan tantangan itu juga perlu kreativitas diperlukan untuk bagaimana ya kita bisa menstimuli apa yang ada disekitar kita saat itu, kemudian dihadapkan pada tema yang sedang kita ajarkan, kita harus mampu mengintegrasikan, o.. media ini pas untuk materi ini

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			3. Pelaksanaan Pembelajaran matematika	a. Perencanaan pembelajaran	1) Kemudian sebagai tenaga pengajar di IIS-PSM Kediri, apakah yang harus dipersiapkan sebelum mengajar?	Ya mungkin lebih kurang sama dengan sekolah-sekolah lainnya. Ada RPP, kami menyebutnya <i>Lesson Plan</i> . <i>Lesson Plan</i> kami itu lebih <i>simple</i> dari pada RPP. Kalau RPP kan satu pertemuan mungkin ada berapa halaman ya, satu atau dua halaman gitu ya. Kalau di kita hanya berupa list tentang apa kegiatan dan model kegiatan yang akan dilakukan. Nah selanjutnya ada yang kita sebut <i>intructional package</i> atau paket intruksional yang sudah disepakati sebelumnya. Jadi misalkan kalau kita mau menyebutkan pembelajaran hari ini dengan alat peraga A, nah itu tadi sudah mengacu pada <i>instructional package</i> yang kita gunakan. Jadi sangat detail itu tidak, hanya berupa list yang meng-cover outline-nya saja.

Menyatakan bahwa data wawancara di atas benar

Mengetahui,



Budi Setyo Margono, S.Pi

TRANSKRIP WAWANCARA

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A.	Rabu/30 Maret 2016	09.15 WIB – 10.05 WIB / Ruang Multimed ia IIS- PSM Kediri dan Ruang Tamu IIS-PSM Kediri	1. Konsep Kurikulum Cambridge pada pembelajaran matematika	c. Komponen Tujuan	1) Apa yang menjadi tujuan dari penerapan kurikulum Cambridge di IIS-PSM ini ustadz?	Untuk gurunya, 1) Agar bisa memberikan dampak positif yang selama ini berpikiran negatif pada guru. Guru itu hanya mendikte, membaca, ternyata enggak. Jadi lebih dari itu, ternyata bisa belajar bahasa Inggris, yang tidak bisa jadi belajar bahasa Inggris, dan bisa menerapkan di sekolah-sekolah lain. Sehingga memberikan contoh dampak positif bagi sekolah yang lain. Untuk yang masyarakat sekitar, ini agar masyarakat tahu bahwa ternyata pentingnya belajar bahasa Inggris. Jadi walaupun ada kog dihapus, apa ya istilahnya.. ya jangan dihilangkan sama sekali karena bahasa Inggris lagi-lagi itu bahasa yang kedua setelah bahasa Indonesia, otomatis bahasa Indonesia kami terapkan di sini juga. Bahasa Inggris sangat menunjang sekali, sehingga masyarakat sadar, o.. ternyata pentingnya belajar bahasa Inggris. Jadi masyarakat termasuk orang tua juga merasakan belajar mendampingi di rumah. Kadang mereka juga ada yang kesulitan, ada yang enjoy saat pendampingan di rumah, begitu. Untuk siswa, Jadi anak-anak termonitor dari pihak Cambridge karena dimanapun nanti kalau dewasa kuliah, pasti mempunyai sertifikat Cambridge dan sebagainya, nantinya kita juga mengarah kesana namanya IGCSE. Jadi anak bisa kuliah di luar negeri. Jadi itulah kelebihan dari pembelajaran Cambridge sejak dini.

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				d. Komponen Proses	1) Ciri khas apa yang dimunculkan pada poses pembelajaran, khususnya pembelajaran matematika berbasis Cambridge di IIS-PSM Kediri Ustadz?	Jadi yang paling mendasar math itu kan berbeda kalau tadi sudah dijelaskan bagaimana konsep-konsepnya yang di math yang pola pikir anak sejak dini dia itu, sejak kecil kelas 1-2 dibuat berfikir. Kalau sudah di level 3-6 harus tahu penyebabnya, sehingga nanti kalau dewasa bisa diaplikasikan
				c. Komponen Evaluasi	1) Bagaimana proses pemantauan dari pihak Cambridge Ustadz?	Ya, proses pemantauannya 2008-2016 sekarang tiap bulan, tiap bulan ada konsultan dari Cambridge yang diutus oleh Singapura, oleh Singapore penggunaan Cambridge diserahkan semuanya. Karena dirasa Singapore sudah maju, silakan membuat kurikulum sendiri yang hampir sama, sama dengan Cambridge
					2) Untuk jangka waktu proses pemantauannya itu berapa lama Ustadz?	Iya dari pihak Cambridge 1 minggu dalam sebulan atau sebulan sekali, yang dipantau semuanya, baik SDM, baik penguasaan materi gurunya, baik cara mengajarnya, dari detik per detik, masuk ke kelas, ikut mengamati dengan pembelajaran, terus manajemen sekolah, cara mengatur rapat dan sebagainya, banyak
					3) Untuk evaluasinya pasti jelas berbeda ya ustadz? Ada yang dari diknas, dari internasional sendiri, itu bagaimana ustadz?	Yang internasional sendiri 1 minggu, 1 minggu yang nasional. Rapotnya tadi 1 masuk ke internasional, yang 1 ke nasional. Jadi anak mengalami 2 kali masa ujian tes. Kalau nasional semuanya pakai bahasa Indonesia, tapi kalau di kami menggunakan full bahasa Inggris. Jadi ada muatan lokal tersendiri kayak semacam muatan local bahasa arab, terus ICT, yang nggak wajib. Jadi yang wajib kita ujikan dari UPTD atau Diknas setempat
			2.Latar belakang penerapan kurikulum Cambridge	a.Dasar penerapan kurikulum Cambridge	1) Apa yang mendasari penerapan kurikulum Cambridge ini Ustadz?	Yang paling mendasar yaitu semuanya global, siswa, guru, masyarakat, dari founding father-nya IIS menginginkan anak-anak nanti dalam menghadapi 10 tahun ke depan, dia sudah siap bersaing dengan anak-anak yang di luar Kediri. Jadi tahun 2025 nanti bukan kita

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			pada pembelajaran matematika .	b. Kegiatan tindak lanjut Dahlan Iskan setelah membangun IIS-PSM	1) Dalam pengembangannya, IIS-PSM ini menggunakan kurikulum Cambridge ya Ustadz. Perihal apa yang melatarbelakangi diterapkannya Kurikulum Cambridge di IIS-PSM?	<p>yang menjadi pemimpin tapi mereka. Sehingga kita mempersiapkan sejak dini dengan bahasa Inggrisnya. Baik dari MEA (Masyarakat Ekonomi Asia) dan itu bentuk dari kita persiapan untuk ke sana, jadi kita terapkanlah kurikulum Cambridge</p> <p>Yang melatar belakangi yang pertama di PSM itu madrasahya banyak sekali hampir di seluruh Indonesia. Nah dari semuanya itu berbentuk salafi, berbentuk pondok pesantren, madrasah, tidak ada muatan internasional. Sehingga pak Dahlan mencoba kerja sama dengan Singapura, Istrinya perdana menteri Singapura, sehingga ditunjuklah Sekolah Madrasah Al-Irsyad Singapore untuk menjadi partner dalam mendampingi IIS. Baik itu managerialnya, hukum-hukumnya, buku-bukunya, baik itu evaluasinya, semuanya diserahkan kepada al-Irsyad untuk pendampingan. Sehingga setelah ketemu itu pak Dahlan ingin mendirikan sekolah yang berbasis internasional. Bagaimana caranya? Caranya dengan mengajak Cambridge untuk studi. Dengan siapa? Harus punya sister school, punya partner yang menjadi sahabat di luar negeri, kita mengajak orang Singapore. Bagaimana prosesnya? Yaudah kita mengikuti ketentuannya mereka. Jadi itulah yang melatarbelakangi kenapa kita memakai Cambridge. Sehingga setelah menunjuk Singapore maka digunakanlah Kurikulum Cambridge. Kita mengikuti apa yang dikatakan silabus tadi.</p>

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					2) Seperti yang kita ketahui, bahwa pencetus ide berdirinya IIS-PSM di Indonesia adalah Bapak Dahlan Iskan yang bertujuan untuk memajukan masyarakat di kota kecil supaya dapat <i>survive</i> di era yang semakin berkembang ini. Kemudian kegiatan tindak lanjut apa yang dilakukan oleh Bapak Dahlan Iskan setelah membangun sekolah IIS-PSM ini Ustadz?	Beliau mengembangkan IIS, tentunya beliau ingin sekolah IIS ini yang berstandar internasional dapat dilaksanakan di plosok-plosok. Jadi beliau tidak ingin membangun sekolah ini di kota karena kalau beliau ingin keuntungan sesaat beliau bisa di kota, tetapi beliau tidak ingin. Beliau ingin mencoba masyarakat sekitar diplosok-plosok daerah agar bisa merasakan pendidikan yang berstandar internasional yang berbahasa inggris. Tindak lanjutnya setelah tahun 2008 pencetusannya di Magetan, kemudian diresmikan di Surabaya. Sehingga pusatnya di-manage dulu sebaik mungkin. Kita belum berani buka cabang karena kita harus memperkuat yang di pusat. Setelah memperkuat yang di pusat 2008-2012, 4 tahun sudah matang, SDM nya sudah matang, proses manajemen belajarnya sudah matang, juga baik siswanya maupun lingkungannya sudah matang, kita berani membuka di Kediri tahun 2012. Pasca ini pak Dahlan itu membangun sekolah ini di tiap kabupaten di jawa timur, dari 1 ke 2, 2 ke 4, 4 ke 8. Seperti membangun radar Kediri, radar jawa pos
			3. Pelaksanaan Pembelajaran Matematika berbasis Cambridge	a. Perencanaan Pembelajaran matematika	1) Kemudian apa saja yang harus dipersiapkan guru yang hendak mengajar Ustadz?	Hendak mengajar ya, ada banyak portofolio yang harus dipersiapkan oleh guru yang pertama adalah SOW itu adalah Scheme of Work, kalau di Indonesia katakanlah Silabus ya. Yang dibuat di awal tahun di bulan Juli. Tahun akademik dibuat selama setahun. Setelah itu selesai, seminggu sekali ia harus membuat lesson plan, weekly lesson plan, (lesson plan migguan). Sebelum mengajar dia harus menyerahkan lesson plan, Nanti dicek sama kepala sekolah, kalau di Indonesia namanya RPP, lebih simple sehingga memudahkan guru untuk

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						<p>pengajaran, jadi ada start, middle dan end. Awal, tengah dan akhir. Jadi untuk awal bagaimana, tengah bagaimana, akhir bagaimana</p>
				b. Evaluasi Pembelajaran Matematika	2) Apa saja kegiatan yang dilaksanakan guru saat melakukan evaluasi pembelajaran di IIS-PSM Kediri?	<p>Disini anak kita kategorikan 3 level "HAMALA". HA itu High Achiever, MA itu Middle Achiever, terus LA itu Low Achiever. Jadi high achiever dimana anak daya tangkapnya cepat terus mudah memahami, ya di atas rata-rata temannya lah. Terus yang kedua ada middle achiever dia tengah-tengah, jadi butuh beberapa kali untuk memahami sebuah mata pelajaran. Dan yang terakhir ada low achiever. Nah ini yang paling kita tingkatkan. Low achiever bisa meningkat pada middle achiever. Jadi saat mengajarpun di lesson plan, di RPP itu juga diterangkan bagaimana nanti bagaimana model pembelajarannya yang LA, nanti bagaimana aktivitasnya yang di LA, apakah di dalam kelas, di luar kelas juga ditingkatkan. Nah evaluasinya bagaimana? Guru harus bisa memilah di saat terakhir harus diambil high achiever 2, middle achiever 2, low achiever 2. Sehingga diambil rata-rata kalau bisa memahami maka sukseslah pembelajaran tadi. Tapi begitu ketemu yang low achiever kog belum paham, berikutnya di ulangi lagi evaluasi. Evaluasinya tidak hanya di kelas, juga meminta kerja sama orang tua. Evaluasinya kalau belajar di rumah ada masalah, langsung melalui guru. Dan sekarang teknologi informasi semakin canggih, kami tidak datang ke sana, memang sudah ada grup pakai WA, Kalau ada masalah yaudah, ustadz ini.. memalui adagrup WA kelas. Ada grup wa seluruh wali murid di dalam kelas. Grup WA itu dibuat</p>

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						agar orang tua, guru, yang wali kelas atau guru bisa berhubungan dengan baik jika da permasalahan di dalam kelas.
					3) Selain grup WA itu apa ada grup penghubung lain Ustadz?	Bentuk penghubungnya 1) kita sebut ada bentuknya, jadi itu wali kelas menggunakan namanya FT, Form Teacher namanya. Jadi istilahnya form teacher itu, dia mengampu seluruh kelas. Ya ibunya di kelas lah baik monitor, percakapannya, sikapnya, jadi yang mengatur adalah FT nya itu. Jadi bentuk penghubungnya setiap hari jumat, FT memberikan Comunication book berupa catatan buku, kayak buku penghubung antara orangtua dan guru diberikan hari Jumat. Dibaca di rumah, nanti senin dibawa ke sekolah. Yang kedua melalui WA, Evaluasinya kalau belajar di rumah ada masalah, langsung melalui guru. Dan ini teknologi informasi semakin canggih, kami tidak guru datang ke sana , memang sudah ada grup pakai WA, Kalau ada masalah yaudah, ustadz ini.. melalui agrup WA kelas. Ada grup wa seluruh wali murid di dalam kelas. Grup WA itu dibuat agar orang tua, guru, yang wali kelas atau guru bisa berhubungan dengan baik jika da permasalahan di dalam kelas. yang ketiga melalui telepon. Itu aja

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
B	Senin, 16 Mei 2016	10.47 am – 11.06 pm/ Ruang tamu IIS- PSM Kediri	1. Konsep Kurikulum Cambridge pada pembelajar an matematika	a. Komponen Proses	1) Ustadz, pada pertemuan sebelumnya, njenengan kan menjelaskan bahwa proses pembelajaran matematika mengacu pada kemampuan berpikir anak. Yang dimaksud kemampuan berpikir itu yang bagaimana Ustadz?	Iya, kita mengacu pada kemampuan berpikir yang lagi ngetren saat ini, higher order thinking skill, kemampuan berpikir tingkat tinggi. Proses berfikir anak kan dibagi 2 level, yang pertama ada high level sama low level. Tahapannya itu kan ada mengingat, memahami, menerapkan, menganalisa, mengevaluasi dan mencipta. Mengingat, memahami, menerapkan itu masuk yang low level, tiga selanjutnya itu masuk yang high level. Tapi untuk di kita sementara ini penerapannya baru sampai pada application saja, knowledge, comprehension, sama application. Untuk tahun ajaran berikutnya mulai dari pembelajarannya sampai pada evaluasinya akan kita tingkatkan sampai pada level create, bertahap begitu
				b. Komponen Evaluasi	1) Bentuk evaluasi pada kurikulum Cambridge itu ada 3 Ustadz, ada Cambridge Primary Check point, Cambridge primary progression test, Cambridge progress checker. Apakah ketiga evaluasi tersebut sudah diterapkan di IIS-PSM Kediri?	Untuk yang kita hanya Cambridge Primary Checkpoint saja, untuk yang progress actionnnya nggak. Untuk tesnya ini hanya check poin di akhir

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
C	Senin, 23 Mei 2016	10.15 am - 10.45 am/ Ruang multimedi a IIS-PSM Kediri	1. Konsep Kurikulum Cambridge pada pembelajar an matematika	a. Komponen Isi	1) Program apa saja yang dikembangkan dan disusun dalam rangka mencapai tujuan kurikulum Cambridge?	Program dari sekolah banyak sekali, sudah dapat action plannya? Nah, jadi disana terdapat banyak sekali bentuk penjabaran dari sebuah materi di buku dibentuklah sebuah program untuk menunjang keberhasilan tujuan dari setiap mata pelajaran tersebut. Jadi di buku punya materi, sama techernya punya program tersendiri untuk mencapai tujuan materi mata pelajaran itu. Program pengembangannya kita terapkan di action plan. Jadi kita serahkan ke setiap guru, kemudian dimusyawarahkan ini layak nggak, kira-kira men-support mata pelajaran yang diampu tidak, nah hasilnya itu yang kita terapkan sesuai dengan waktu dan kelasnya.
				b. Komponen Proses	1) Metode pembelajaran apakah yang diterapkan di IIS-PSM Kediri, khususnya pada pembelajaran matematika, yang memang dianjurkan oleh pihak Cambridge Ustadz?	Kalau Cambridge sendiri itu nggak menganjurkan kita harus memakai metode ini, ini. Cambridge itu misalkan kalau ada Cambridge day, di sana itu kita sharing bagaimana pembelajaran saat ini, contoh dengan model technology information, Jadi kalau untuk teori bentuknya, cara penyampaiannya itu diserahkan pada guru masing-masing, disesuaikan sama materinya. Jadi di pihak Cambridge itu ada semacam garis besar dan dijabarkan pada metode-metode yang ada saat ini. Metodenya banyak sekali yang sudah kita gunakan
				c. Komponen Evaluasi	1) Kemudian untuk evaluasi siswa kan ada class observation, nah itu prosesnya bagaimana ustadz?	Class observation itu kegiatan observasi yang dilakukan guru mengamati pembelajaran guru lain, bisa satu departemen atau beda departemen begitu. Ya 1) Fungsinya untuk mengevaluasi cara pembelajaran. 2) Sharing ilmu lah, ya ternyata masih banyak metode yang ditiru lah

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					2) Bagaimana penilaian di IIS-PSM Ustadz?	Penilaiannya ada yang setiap hari, daily assessment, nanti diakumulasi di akhir term. Terus untuk ujian kelas 6 kami belum mengujikan karena.. ada primary check point untuk kelas 6 kami juga belum karena belum melaksanakan evaluasinya
			2. Pelaksanaan Pembelajaran matematika berbasis Cambridge	a. Perencanaan pembelajaran matematika	1) Bagaimana cara menentukan year overall target Ustadz?	Itu ditulis targetnya kan kita punya tiga level, HAMALA, High Achiever, Middle Achiever, Low Achiever. Jadi untuk High itu kira-kira lulusnya berapa persen, prediksi aja, kayak low nanti kira-kira setelah mendapatkan pembelajaran dengan metode ini, kira-kira berapa persen ya agar tidak low
				a. Evaluasi pembelajaran matematika	1) Bagaimana bentuk penilaian pembelajaran matematika di IIS-PSM Kediri Ustadz?	Iya, menggunakan penilaian autentik, mulai dari proses pembelajaran, pengamatan di kelas, keaktifan, portofolio, tugas, project, dan ujian tulisnya. Ada form tersendiri untuk penilaiannya. Sehingga adil kepada siswa, kalau hanya ujian nggak adil, kadang dia emosinya cepat, kadang kondisinya kurang baik

Menyatakan bahwa data wawancara di atas
benar
Mengetahui,



Yoyok Amirudin, M.Pd.I

TRANSKRIP WAWANCARA

Nama Sekolah : TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri
 Alamat Sekolah : Jl. Madura No.10, Grogol, Kab.Kediri
 Nama Informan : Ninik Ria Heriawati, S. Pd
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 Jabatan : Guru matematika kelas P1(Primary 1) dan P3 (Primary 3) TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
A.	Rabu/30 Maret 2016	11.05 WIB s/d 12.15 WIB / Ruang tamu IIS- PSM Kediri	1. Konsep Kurikulum Cambridge pada pembelajaran matematika	e. Definisi Kurikulum Cambridge	Sebagai tenaga pengajar di IIS-PSM yang menawarkan program pembelajaran dengan mengadopsi kurikulum Cambridge. Apakah Ustadzah memahami apa yang dimaksud dengan Curriculum Cambridge khususnya Cambridge Primary Math?	Ya tentunya sebelum saya mengajar, ada beberapa pelatihan tentang kurikulum Cambridge lebih lanjut. Kurikulum Cambridge itu tentu acuannya berbeda dengan Negara Indonesia, misalkan di Indonesia menggunakan silabus dan RPP. Mungkin silabusnya itu berbeda dengan nasional itu sendiri. Jadi Kurikulum Cambridge itu adalah kurikulum yang memakai acuan dari Cambridge.
				f. Ciri khas pembelajaran matematika IIS-PSM Kediri	Ciri khas apa yang dimunculkan pada penerapan Cambridge Primary Math di IIS-PSM ini yang membedakan dengan pembelajaran matematika pada umumnya?	Kalau di sini, khususnya siswa kelas 3 itu menggunakan bahasa Inggris begitu juga saat kita dalam mengajarkannya. Kemudian kita mengusahakan setiap harinya itu ada <i>learning aid</i> , <i>learning aid</i> itu media pembelajaran. Kemudian cara pengajarannya pun berbeda ada berbagai macam sehingga membuat siswa itu tertarik. Materinya itu lebih sulit dari Indonesia, dari Negara kita misalkan pembelajaran yang di kelas I itu sudah masuk pembelajaran di kelas II atau di kelas III seperti itu dan mungkin berbeda. Tetapi membuat anak-anak lebih tahu. Kekurangannya ada beberapa part dari topik itu yang masih belum diterima anak pada kelas tersebut. Jadi misalkan perhitungan pengukuran panjang ada km, m,

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						<p>kalau di Indonesia itu langsung dijabarkan km, hm dan seterusnya. Sedangkan kalau dikurikulum Cambridge itu menjadi <i>part-part</i>. Jadi misalkan kelas III baru mengenal km, m, dan cm, nanti kelas IV nya baru ditambahkan hm, dm. Jadi secara bertahap.</p>
				g. Komponen Tujuan	Apa yang menjadi tujuan dari penerapan kurikulum Cambridge di IIS-PSM Ustadzah?	Tentunya pendidikan itu sesuai dengan agama Islam ya, kita harus memberikan pendidikan itu sesuai dengan zamannya. Sedangkan sekarang ini zamannya sudah mulai globalisasi, kemudian banyak sekali dari luar informasi yang masuk sehingga kita harus menyiapkan anak-anak kita kedepannya, jadi kita memutuskan untuk menggunakan Cambridge
				c. Komponen Proses	1) Bagaimana proses pembelajaran matematika di IIS-PSM Kediri Ustadzah?	Kita mengacukan pada student center, jadi siswa yang lebih aktif kemudian dibuat pembelajaran yang seru yang pastinya melibatkan siswa itu lebih aktif, lebih antusias dan rasa ingin tahunya itu lebih tinggi.
					2) Bagaimana cara penyampaian materi-materi tersebut kepada siswa?	Untuk setiap harinya penyampaian pasti berbeda sesuai dengan topiknya. Misalkan materinya hari ini adalah <i>fraction</i> . Nah <i>fraction</i> itu saya menggunakan kertas origami, jadi berbeda dengan yang ada di Indonesia, kalau di Indonesia itu materi pembelajarannya misalkan cara membandingkan pecahan dengan rumus menyamakan penyebut begitu, sedangkan kalau di <i>Cambridge</i> , itu kita menggunakan nalar, nalarnya itu dia ada <i>basic math</i> -nya. Intinya <i>fraction</i> adalah membagi sama banyak, menegaskan bagaimana kita adil membagi sesuatu seperti itu. Jadi kita menyelesaikan semua pecahan itu menggunakan gambar-gambar. Nah gambar di sini saya menggunakan gambar kertas origami, tapi mungkin bisa jadi anak-anak itu menggambar pecahan sendiri seperti itu.

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
				d. Komponen evaluasi (siswa)	2) Bagaimana evaluasi pembelajaran matematika di IIS-PSM Ustadzah?	Proses evaluasinya kita ambil dari nilai. Di sini namanya nilai harian, kemudian ada juga nilai ujian setiap term. Tapi kita juga misalkan setiap hari senin kita kumpul-kumpul bareng, kita diskusi permasalahan apa, bagaimana solve-nya, bagaimana menyelesaikannya, jadi diskusi antara gurupun juga perlu.
					2) Kemudian untuk evaluasi akhir pembelajaran maths di IIS-PSM Kediri ini bagaimana Ustadzah?	Kalau kita lebih mengacu pada internasional. Internasional dan nasional itu penilaiannya beda. Jadi terkadang itu kita ujiannya itu 2 minggu, 1 minggu untuk internasional dan 1 minggu untuk nasional. Tapi terkadang dari UPTD juga ada mid term. Jadi kita juga pernah melaksanakan ujian 8 kali. Dan untuk tahun ini kita melaksanakan ujian sebanyak 8 kali.
					3) Adakah kegiatan pengembangan sebagai langkah untuk lebih mengoptimalkan penerapan Cambridge Primary Math di IIS-PSM Kediri?	Untuk kegiatan pengembangan sendiri, setiap bulannya ada tamu dari Singapura. Kemudian untuk siswanya sendiri kita berikan kegiatan tambahan seperti yang sudah kita rancang di action plan. Jadi misalkan kegiatan seperti <i>market day</i> , <i>morning ativity</i> dan masih banyak lagi kegiatan-kegiatan lain yang sudah kita rancang. Jadi kita punya agenda satu tahun, yang seperti mbaknya bawa itu, kalender. Nah itu kalender yang menunjukkan proses belajar kita.
					4) Apakah program Cambridge Primary Math tersebut sudah berjalan dengan baik di sekolah ini Ustadzah?	Kalau menurut saya insyaallah sudah merasa baik, karena anak-anak itu sudah antusias sekali untuk belajar. Kemudian kita juga ada evaluasi pembelajaran, teknik-teknik pembelajaran, saling share begitu. Kita juga melibatkan IT, seperti kita membuat game dari internet seperti itu dan anak-anak lebih antusias. Jadi tidak hanya belajar math saja dengan angka saja rumus, menulis, tapi juga pakai game dan teknologi juga seperti itu.
					5) Apakah ada program atau	Biasanya kita menggunakan kuis-kuis yang ditampilkan

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
					kegiatan khusus untuk mengembangkan kemampuan matematis anak?	di madding. Banyak sih, kita juga ada kelas tambahan untuk siswa yang mengikuti olimpiade.
			2. Pelaksanaan Pembelajaran Matematika Berdasarkan Kurikulum Cambridge	a. Perencanaan pembelajaran	1) Sebagai tenaga pengajar matematika di IIS-PSM ini, Apa saja yang harus Ustadzah persiapkan sebelum mengajar?	<i>Lesson plan, Lesson plan</i> itu RPP yang berkaitan dengan SOW. SOW itu seperti silabus. <i>Lesson plan</i> itu disesuaikan dengan silabus. SOW ini kalau di Indonesia disebut silabus. Hampir sama kan kolom-kolom juga bentuknya. Sebenarnya sama, yang di kita itu ada nomor, kemudian ada topik, sub topik, tujuan pembelajaran, kemudian <i>influence</i> -nya (penerapan), media yang digunakan, hampir sama. Kemudian kalau <i>lesson plan</i> -nya itu lebih ringkas. 1 minggu membuat 1 kertas. Jadi nanti misalkan ada 5 kolom dan misalkan saya mengajar 1minggu mengajar cuma 3 kali berarti saya Cuma mengisi 3 kolom. Karena di sinikan cuma 5 hari masuk senin, selasa, rabu, kamis, jumat. Berarti saya mengisi 3 kolom, senin, rabu, dan kamis.
					2) Selain <i>lesson plan</i> apa ada yang harus dipersiapkan lagi ustadzah?	Ada di sini namanya action plan, action plan itu program tahunan. Program yang akan kita laksanakan itu harus mendukung pembelajaran. Misalkan kemarin kita mengadakan IIS fair, itu adalah pembelajaran campuran matematika, English, dan science. Untuk math-nya sendiri itu kita menerapkan jual beli internasional
				b. Proses Pembelajaran	1) Apakah di kurikulum Cambridge itu ada ketentuan dalam mengajarkan matematika?	...tentunya kita harus membuat siswa aktif atau student centered, kita tidak diperkenankan untuk mendominasi. Jadi kita hanya memfasilitasi siswa, mengajarkan siswa....Jadi bukan hanya mengajar, kita mendominasi dan anaknya juga diam. Jadi kita ingin memberikan anak-anak itu pengalaman belajar
				c. Evaluasi Pembelajaran	1) Bagaimana evaluasi pembelajaran matematika di IIS-	Kalau kita lebih mengacu pada internasional. Internasional dan nasional itu penilaiannya beda.

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				an	PSM Kediri Ustadzah?	Mungkin ada nilai ulangan harian bisa kita libatkan ke nasional, tetapi untuk yang internasional ya di internasional. Untuk yang nasional, sebagian nilai ulangan harian dimasukkan ke nasional, kemudian ditambahkan ujian dari nasional juga karena kita juga dapat ujian dari nasional juga. Jadi terkadang itu kita ujiannya itu 2 minggu, 1 minggu untuk internasional dan 1 minggu untuk nasional. Jadi penilaiannya berbeda, hasil raportnya berbeda juga. Iya, tapi terkadang dari UPTD juga ada mid term. Jadi kita juga pernah melaksanakan ujian 8 kali. Dan untuk tahun ini kita melaksanakan ujian sebanyak 8 kali
B.	Kamis/07 April 2016	12.10 WIB s/d 13.15 WIB / Ruang tamu IIS- PSM Kediri	1. Konsep Kurikulum Cambridge pada Pembelajaran Matematika	a. Komponen Proses (pendekatan)	1) Kemudian selain student center, pendekatan apa yang diterapkan pada pembelajaran matematika di IIS-PSM Kediri Ustadzah?	Berkaitan sama ini, Jadi mengedepankan multiple intelegensi sama karakterya. Jadi nggak cuma pembelajaran aja, semua pembelajaran itu dilakukan untuk siswa, student center. Kemudian karakternya, kemudian multiple intelegensinya. Jadi anak-anak itu nggak Cuma berlatih, soalnya dia memang anak yang kinestetik. Sekali-kali dia tahu tentang naturalistik gitu, jadi dia belajar di alam, tahu kayak permainan hunter tadi, mereka belajar di luar. Jadi di semua kondisi mereka siap menerima pembelajaran.
				b. Komponen evaluasi (guru)	1) Bagaimana bentuk evaluasi guru ustadzah?	Setiap hari senin kita kumpul-kumpul bareng, kita diskusi permasalahan apa, bagaimana solve-nya, bagaimana menyelesaikannya, jadi diskusi antara gurupun juga perlu
				c. Komponen evaluasi (siswa- Daily assesment)		Daily assessment itu ya nilai-nilai praktek, nilai tugas, nilai keaktifannya. Penilaiannya bisa pakek yang dari workbook begitu, ambil nilainya dari workbook, dari hasil prakteknya mereka. Mereka kooperatif nggak, kayak tadi itu kelihatan siapa yang koopertif siapa yang kurang respect kayak gitu. Penilaian dari sikap, kemudian

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						disiplin pengumpulan tugas, terus dari worksheetnya, dari keaktifannya tanya jawab kayak gitu
				d. Komponen Evaluasi (siswa-weekly assessment)		Kita kan ada Com Book, jadi kita tahu buku penghubung dengan orang tua. Anak ini terlihat tidak semangat minggu lalu karena memang orang tuanya nggak ada di rumah, ada tugas diluar, jadi kita tahu, kita paham kondisinya
			2. Pelaksanaan Pembelajaran Matematika Berbasis Cambridge	a. Perencanaan Pembelajaran Matematika	1) Bagaimana cara menyusun lesson plan ustadzah?	Kalau lesson plannya bentuknya seperti ini, ini sama departemennya kebetulan saya HOD-nya, teacher-nya saya, subject-nya math, periodnya berapa. Kalau ini periodnya kalau math-nya kelas 3 ada 6 periode, jadi setiap pertemuan 2 periode, 2 periode. Jadi satu minggu ini kita biasanya buat di hari waktu kita libur, seninnya itu harus sudah jadi. Nah ini nanti untuk pembelajaran yang minggu ini misalkan, aku langsung persiapan ini, ini, ini.
					2) Jadi membuatnya itu setiap satu minggu sebelum ngajar?	Satu minggu sebelum ngajar kita sudah buat, jadi ini materinya di P3 maths nya untuk hari senin, rabu dan kamis. Maka yang saya isi cuma ini, bagian ini saja, kemudian topic dan komponennya disini, kemudian bawahnya ini kayak indikatornya, indikatornya ini diusahakan tujuannya harus lebih spesifik, dan tidak boleh lebih dari 3 tujuan menyesuaikan dengan SMART; Specific, measurable, attainable, relevant, time bound. Jadi kita harus lebih spesifik setiap kali ngajar kegiatan itu harus tercapai-tercapai. Jadi misalkan hari ini aku kan tentang jam, tapi ya cuma past aja. Jadi spesifik past, anak-anak udah ngerti, baru besoknya lagi aku tambah lagi gitu. Jadi tidak semua, maksimal 3 seperti itu. Kemudian ada start-nya, diusahakan anak-anak itu setiap pergantian pelajaran itu pasti ada doa, persiapan gitu. Itu setiap hari ada. Kemudian nanti biasanya aku ada ice

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						breaking juga kayak tadi yang hujan itu, biar mereka lebih fokus, lebih siap ke materi selanjutnya. Kemudian recall materi, biasanya nanti di start. Jadi intinya ini tergantung pada teachernya kalau inti pembelajaran. Yang ini penutup, yang ini misalkan kita buat media kita tulis disini di teaching aids media. Jadi misalkan saya tadi, karena mereka kan buat sendiri jadi saya nggak nulis, tapi sebetulnya ada. Jam juga ada.
					3) Kalau misalkan yang bawa siswanya berarti tidak usah ditulis begitu Ustadzah?	Bisa dituliskan juga sebenarnya. Terus yang <i>multiple Intelegency</i> itu yang kita tekankan waktu pembelajaran itu. Kalau interpersonal jadi kita kaitannya bagaimana berkomunikasi dengan orang lain. Biasanya berkaitan dengan kooperatif jadi kerja dalam grup, diskusi, nanti karakter yang kita tonjolkan.
					4) Kalau yang ini follow up activity, bagaimana Ustadzah?	Kita ada homework tambahan. Nanti kita tambahkan disini, ada PR untuk halaman sekian-sekian dikumpulkan sekian, atau nanti anak-anak belum selesai, lanjutkan di rumah dikumpulkan tanggal sekian. Nanti ditulis disini. Kalau yang remove ini biasanya kita kayak instropeksi sama diri kita. Pembelajaran hari ini anak-anak kurang efektif. Misalkan nanti dilihat, misalkan nanti teacher lain tiap ganti tahun mereka bisa belajar. Kalau pakai metode ini hasilnya seperti ini karena ini, ini. Lebih baiknya seperti ini, ini. Bisa kita tuliskan di sini.
				b. Proses Pembelajaran	1) Apa ada sebuah file yang digunakan sebagai induk untuk membuat perencanaan sampai pada evaluasi Ustadzah?	Untuk perencanaan itu berkaitan sama SOW. Jadi SOW itu rangkaian materi selama setahun, materinya seperti apa. Kita acuan LP-nya kesana. Tapi terkadang ada beberapa materi yang waktunya molor gitu kan nah.. itu kita nggak sesuai kita nggakpapa. Karena kita nggak mungkin memaksakan anak untuk tuntas-tuntas terus kan begitu. SOW ini kalau di Indonesia disebut silabus.

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						Hampir sama kan kolom-kolom juga bentuknya. Sebenarnya sama, yang di kita itu ada nomor, kemudian ada topik, sub topik, tujuan pembelajaran, kemudian influence-nya (penerapan), media yang digunakan, hampir sama
					2) Jadi sering pakai game kalau mengajar Ustadzah?	Iya sering juga, atau kalau nggak gitu diskusi, make group, atau pakai pameran, pakai <i>Gallery Class</i> . Jadi misalkan ada pemecahan soal cerita itu kan kesulitan kalau ngerjain sendiri, aku grupkan, mereka bikin gambar bar. Habis itu hasil mereka yang warna-warni gitu dari origami atau apa ditempel di kelas. Grup 1, grup 2, grup 3, jadi mereka kumpul satu grup. Grup satu nanti presentasi, mereka kayak mengunjungi museum gitu. Ini tadi soal ini, caranya gini, gini. Mereka respect kalau temennya jelaskan. Kurang jelas, caranya nggak ada, pindah galeri sebelahnya lagi, gitu. Jadi mereka kayak di museum belajar math. Selain di kelas kita outdoor, outdoor di luar sini. Misalkan permainan harta karun.
					3) Itu seperti apa permainan harta karunya Ustadzah?	Kita nyembunyiin soal, mereka yang nyari. Temukan 10 soal dari Ustadzah kamu harus bisa menemukannya dan menjawabnya dengan benar. Jadi sebelumnya aku nyembunyiin kertas-kertas, tapi yang agak mudah ditemukan juga. Oh.. soal,soal! Disana.. aku nemuin disana. Mereka nemuin, mereka ngerjain, ngelem soalnya, yang bawah jawaban. Kalau nggak gitu bentuk-bentuk juga bisa. Kalau disini misalkan bentuk-bentuk segitiga, tak sembunyiin. Ayo cari bentuk.. temukan luasnya.
					4) Saat inti selesai kemudian masuk ke penutup itu yang	Biasanya yang aku lakukan di penutup itu, hari ini belajar apa, pengayaan tadi, review, tes-tesnya tadi apa aja, O..

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
					biasa njenengan lakukan itu apa Ustadzah?	mereka bisa, grup ini, grup ini bisa, mereka udah bisa. Terus kemudian kalau di akhir itu materi besok kan tentang tool gitu kan tak pancing, kejar, nah disitu kita belajar. Jadi mereka nanti siap-siap wah hari ini belajar itu
C	Selasa/April 19, 2016	08.00 am – 08.32 am	Pelaksanaan Kurikulum Cambridge	Acuan menerapkan Cabmridge	1) Ustadzah, apakah ada pedoman / atau acuan khusus dalam melaksanakan Kurikulum Cambride	Ya ini, acuannya ya dari school mastery, di sana ada mulai dari plan sampai act, PDCA
						Kalau di sini Class observationnya bisa observ teacher yang lain yang sama-sama math-nya, atau sama-sama departemennya. Disini kan ada 3 departemen, nah saya termasuk departemen maths and science. Jadi saya observ ke science, dan juga ICT belum. Itu internal departemen, jadi satu departemen
			Komponen evaluasi	Bentuk pelaksanaan class observation	Bagaimana bentuk pelaksanaan Class observation di IIS-PSM Kediri?	Kalau di sini Class observationnya bisa observ teacher yang lain yang sama-sama math-nya, atau sama-sama departemennya. Disini kan ada 3 departemen, nah saya termasuk departemen maths and science. Jadi saya observ ke science, dan juga ICT belum. Itu internal departemen, jadi satu departemen
			Komponen Isi	Bentuk pelaksanaan program pengembangan maths	Bagaimana konsep pelaksanaan program maths seperti market day?	Kalau market Day kita konsepnya tiap tahun beda. Kalau yang tahun kemarin, anak-anak dibagi menjadi beberapa tema, jadi ada beberapa corner gitu kan. Nanti tiap kelas itu kita bagi grup kelasnya campur. Tapi untuk yang tahun ini market day nya itu dibuat berbeda. Kalau yang tahun kemarin itu kan yang 3 kelas dicampur. Tapi yang tahun ini kita gabung di IIS fair. Jadi kombinasi dengan beberapa kegiatan yang lain. Sciences day, itu hanya kelas 4 semua. Itu kan ada 4 corner, itu kelas 4 semua. Tapi temanya beda, yang ini benda gas, yang ini benda

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						<p>cair. Kita kemarin itu pakai yang ini, pakai gram-graman, terus materinya kan masih berat, tambah volume, jadi mereka itu jualan makanan yang ditimbang-timbang gitu terus ice cream nya pun yang ditimbang gitu, on-onan, kita pakai konsep itu. Terus yang makanan tradisional karena bingung kan gak bisa dihitung pakai gram, jadi yang kita pakai itu bentuknya, shape. Jadi traditional grup, trus nanti ada lagi, kue-kue limas, onde-onde. Kalau yang souvenir kemarin itu, anak-anak jualan, yang kita pakai bungkusnya itu, bungkus tiga dimensi. Itu nanti ada teacher guide nya, jadi setiap grup itu nanti ada teachernya, satu bantu, konsepnya begini, kalau beli minuman itu per liter, satu mililiternya berapa, 1 mili liter harganya seribu, kalau sekian liter harganya berapa. Jadi mereka sekalian belajar volume</p>
D	Rabu/ 20April 2016	11.05 am – 11.13 am/ ruang tamu IIS- PSM Kediri	Pelaksanaan pembelajaran	a. Evaluasi pembelajaran	1)Ustadzah, untuk bagian special invention ini prosesnya bagaimana?	O..perhatian khusus, jadi misalkan anak-anak yang. Misalkan dia remidi, terus kita berikan tes juga, habis itu mereka masih merasa kurang lagi, kita bisa nambahin kayak bimbingan , jadi mereka diajak belajar bareng lagi. Jadi kayak membimbing ulang gitu lo
E	Kamis/21 April 2016	12.00 am - 00.10 pm/ Ruang tamu IIS- PSM Kediri	Pelaksanaan pembelajaran	a. Evaluasi pembelajaran	Bagaimana proses pembuatan TOS Ustadzah?	Nanti misalkan aku yang time itu kan ada beberapa topic, tell the time. Cuma membaca waktu. Nah itu kan termasuk mudah. Kemudian aku misalnya nomer 1.berarti aku nomer satunya nanti menggambar jam, anak-anak baca,what time is it? Sebelum soal itu ke anak-anak, di cek dulu, sesuai nggak dengan tos-nya. Nanti dicek ke HOD-nya, kalau di maths saya HOD nya. Nanti dicek ,kalau di math misalkan ini, penjumlahan gitu ya, nanti pengecohan jawaban diusahakan tinggi, misalkan penjumlahan ya, 11ditambah 13 nanti kan jawabannya 24,

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						nanti aku pilihannya selain 24 ada 14. selain itu juga kalimatnya clear, spasinya.
					Bagaimana proses evaluasi di IIS-PSM UStadzah?	Proses evaluasinya kita ambil dari nilai. Disini namanya nilai harian, kemudian ada juga nilai ujian setiap term. Tapi kita juga misalkan setiap hari senin kita kumpul-kumpul bareng, kita diskusi permasalahan apa, bagaimana solve-nya, bagaimana menyelesaikannya, jadi diskusi antara gurupun juga perlu. Penilaiannya bisa pakek yang dari workbook begitu, ambil nilainya dari workbook, dari hasil prakteknya mereka. Mereka kooperatif nggak, kayak tadi itu kelihatan siapa yang koopertif siapa yang kurang respect kayak gitu. Penilaian dari sikap, kemudian disiplin pengumpulan tugas, terus dari worksheetnya, dari keaktifannya tanya jawab kayak gitu. Evaluasinya diambil dari setiap nilai mereka sama keaktifan mereka juga
F	Senin/ 16 Mei 2016,	11.55 am- 12.45pm/ Ruang waka	Konsep Kurikulum Cambridge pada pembelajaran Matematika	Komponen tujuan (Tujuan kurikuler)	Apa tujuan dari IIS-PSM Kediri menerapkan kurikulum Cambridge pada pembelajaran matematika?	Lebih ke apply, nggak cuma mengetahui tapi bisa mengaplikasikan. Jadi dari pemahaman yang basic. Kalau di my pals itu kan basic...Mereka itu secara nggak langsung pola pikirnya terbentuk sendiri dan itu yang penting konsepnya, bukan hanya rumusnya
G	Selasa/ 24 Mei 2016	08.45 am – 10.00 am/ Ruang waka	Konsep Kurikulum Cambridge pada pembelajaran Matematika	Komponen tujuan (Tujuan institusional)	Apa tujuan dari lembaga ini menerapkan kurikulum Cambridge?	Kita mempersiapkan anak-anak ke generasi abad 21 dengan memberikan pendidikan yang mengacu pada pendidikan internasional. Diperkirakan di abad 21 nanti teknologinya lebih maju lebih modern yang mungkin tidak sama dengan teknologi kita saat ini. Jadi kita mempersiapkan anak-anak itu sesuai dengan zamannya. Jadi mereka tidak akan kesulitan lagi dengan teknologi, dengan pembelajaran, dengan internet, itu mereka udah diajari mulai dari sekarang. Yang P4 itu mereka sudah

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
						mempelajari memproses video, meng-cut lagu, nah itu mereka sudah mempelajari. Itu kan biasanya pelajaran untuk anak SMP, tapi di sini anak kelas 4 udah diajarkan. Mereka juga udah belajar corel, excel, photoshop, nah itu mereka memang disiapkan untuk siap menghadapi abad 21. Sesuai dengan Islam juga, kan ada sebuah hadits mengatakan didiklah anakmu sesuai dengan zamanmu
				Komponen tujuan (Tujuan instruksional)	Ustadzah, bagaimana kita dapat mengetahui tujuan instruksional pembelajaran matematika?	Ya yang ada di SOW, kan ada kolom buat SK, indikator. Indikator itu learning objective
				Strategi pembelajaran	Bagaimana penerapan discovery learning pada pembelajaran matematika IIS-PSM ini ustadzah?	Kayak kemarin area itu kita belajarnya cuma kotak-kotak aja. Jadi kita belajar pake buku kotak, nggak langsung luas ini $p \times l$, $s \times s$, nanti itu kita pakainya itu kotak-kotak dulu. Dasarnya seperti itu. Kenapa kog ini dikali, karena mereka tahu misalnya ini persegi ya, ini tiga, ini dua, mereka bikin kotaknya ini tiga, kesininya dua, ada enam kotak, jadi mereka secara nggak langsung itu penerapan, oh dasarnya itu dari kotak-kotak ini. Jadi rumusnya nanti perkalian, terus kalau rumusnya segitiga itu kenapa ada setengahnya, kan satu kotak ini kalau biar adil dibagi dua jadinya kan setengah. Jadi kita bawa ke dasar dulu, permainan dasar yang mereka tahu, disitu mereka bisa menyimpulkan, oalah itu perkalian, nanti mereka tahu sendiri. Ininya 3, ininya 2, kog 6. Ininya 2, ininya 2, kog 4. Tapi bentuknya beda satunya persegi satunya persegi panjang, hasilnya kog sama ya, o..perkalian

No	Hari/ tanggal wawancara	Waktu/ Tempat	Aspek	Indikator	Pertanyaan	Jawaban
					IIS-PSM Ustadzah?	

Menyatakan bahwa data wawancara di atas benar
Mengetahui,



Nilik Ria Herawati, S.Pd

TRANSKRIP OBSERVASI PEMBELAJARAN I

Nama Sekolah : TK/SD Islamic International School Pesantren
Sabilil Muttaqien Kediri
Alamat Sekolah : Jl. Madura No.10, Grogol, Kab.Kediri
Nama Guru Matematika : Ninik Ria Herawati, S. Pd
Kelas : P3 Ibnu Rusyd
Hari/ tanggal : Kamis/07 April 2016
Waktu : 11.00 WIB – 12.00 WIB

Hari Kamis tanggal 07 April 2016, pukul 10.50 WIB peneliti tiba di lokasi penelitian yakni di TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri. Lokasi ini bertempat di Jalan Madura No.10, Grogol, Kabupaten Kediri. Suasana siang itu sedikit hening di luar dikarenakan semua siswa sedang belajar di kelas masing-masing. Ketika peneliti memasuki ruang administrasi, terlihat beberapa guru yang sedang mengerjakan tugas dan ada pula yang sedang berbincang-bincang menggunakan bahasa Inggris karena di sekolah yang akrab di panggil IIS-PSM Kediri ini menerapkan English as working language. Hal pertama yang dilakukan peneliti adalah menemui petugas administrasi untuk meminta izin bertemu dengan ustadzah Ninik. Tanpa menunggu, ustadzah Ninik langsung menemui peneliti dikarenakan saat itu beliau berada di ruang guru IIS-PSM. Ruang guru IIS-PSM Kediri jadi satu dengan ruang administrasi serta ruang tamu IIS-PSM Kediri sehingga suasananya terasa nyaman. Saat itu peneliti diminta menunggu sebentar karena pembelajaran akan dimulai tepat pada pukul 11.00 WIB.

Pukul 11.00 WIB pun tiba, peneliti diminta masuk kelas. Peneliti memilih tempat di belakang kelas supaya kehadiran peneliti tidak berpengaruh pada jalannya proses pembelajaran. Ruang kelas 3 bernama P3 Ibnu Rusyd. P3 singkatan dari primary 3. Dinding kelas dihiasi oleh mading dengan nuansa tradisional yang terbuat dari tikar anyam. Serta dinding kelas dihiasi dengan hasil karya siswa. Berikut pemaparan kegiatan pembelajaran yang terbagi menjadi tiga tahapan, yakni start, middle dan end.

A. *Start* (pendahuluan)

Sebagaimana pembelajaran pada umumnya, kegiatan pendahuluan pada pertemuan pertama diawali dengan doa. Guru meminta semua siswa menghadap ke depan kelas. Doa dipimpin oleh perwakilan siswa yang bertugas pada minggu itu. Setiap siswa yang bertugas diberi keleluasaan dalam mengkondisikan siswa saat berdoa. Kemudian guru dan siswa saling bertegur sapa dengan dimulai oleh siswa dan dijawab oleh guru. Sebagaimana cuplikan percakapan guru dan siswa berikut ini:

Siswa: Good morning ustadzah Ninik!

Guru: Good morning Ibnu Rusyd!
 Siswa: How are you today?
 Guru: Present, and how are you today?
 Siswa: I'm fine thank you²¹²

1. Menimbulkan motivasi (ice breaking)

Siswa memiliki kondisi yang berbeda-beda di awal pelajaran. Guru perlu mempersiapkan kondisi mental, kondisi pikiran serta perhatian mereka supaya siap dalam mengikuti pembelajaran yang dilaksanakannya. Biasanya guru menggunakan ice breaking atau permainan. Pada pertemuan pertama, guru menggunakan *ice breaking* "Hujan". Kegiatan ini dimulai dengan mengatur posisi siswa supaya membentuk 4 baris ke belakang sesuai dengan posisi tempat duduk mereka. Bentuk tempat duduk siswa pada minggu ini adalah 2 baris ke belakang dan siswa saling berhadap-hadapan di dalam setiap barisnya. Siswa sangat senang dan antusias dengan *ice breaking* tersebut. Kemudian dilanjutkan dengan jargon math yang sudah sangat dihafal oleh siswa. Berikut cuplikan percakapannya:

Guru : okay class, before I start, please make a line, make a line, okay (sambil mengayunkan tangan ke depan untuk memperagakan membuat baris). Start from the first line the second line, the third line, the fourth line (sambil menunjukkan barisan di sebelah kanan kelas sampai kiri kelas menggunakan tangan). Face to behind, face to behind! (sambil mengangkat kedua tangan menunjukkan arah belakang).

Siswa 1: Lo, kog behind?

Siswa 2: Aa.. pijat-pijat.. hujan-hujan..

Guru : Touch the shoulder. Mas Adi, touch the shoulder (sambil memegang pundak guru dengan kedua tangan supaya siswa memegang pundak temannya)

Karena pada pagi itu siswa sangat antusias dan cenderung bercanda dengan teman, maka guru mengingatkan kembali siswa 1 per satu yang bercanda.

Guru: Okay let's scrib!

Siswa dan guru: Hujan rintik-rintik, hujan rintik-rintik, hujan rintik-rintik (gerakan menitik pundak teman di depannya dengan telunjuk), hujan-hujan batu, hujan-hujan batu (gerakan menggenggam tangan pada pundak teman di depannya), hujan-hujan petir, hujan-hujan petir (gerakan memijat pundak teman dengan memiringkan telapak

²¹² Observasi pembelajaran matematika kelas Primary 3, TK/SD IslamicInternational School Pesantren Sabilil Muttaqien Grogol Kediri, tanggal 7 April 2016 pukul 11.00 WIB – 12.00 WIB

tangan), hujan-hujan badai, hujan-hujan badai (gerakan badan berputar dengan kedua tangan ke depan seperti ada badai).

Guru: Okay we already done, sit please!

M-A-T-H Math!

Siswa: Super maths, I love maths!

2. Warmer (recall the previous lesson)

Kegiatan ini merupakan kegiatan mengingat materi pada pertemuan sebelumnya. Pada pertemuan pertama tanggal 7 April 2016, guru memeriksa penguasaan siswa pada materi *fraction*.

B. Middle (Inti)

Kegiatan inti merupakan kegiatan penyampaian materi kepada siswa yang membutuhkan strategi dan metode khusus dalam penyampaiannya. Penggunaan metode pembelajaran dan media disesuaikan dengan materi yang dipelajari oleh siswa. Materi ajar siswa pada pertemuan pertama bab "Time" ini adalah *tell the time in hours and minutes using picture of clock*. Pada bagian inti terdapat beberapa kegiatan:

1. Guiding (membimbing)

Siswa dibimbing untuk membuat jam berbahan kertas manila warna, sedotan, dan jarum. Siswa melakukannya dengan antusias karena setelah guru memberi instruksi, seketika itu siswa langsung berpencar menuju kelompok masing-masing. Ada yang mengerjakan di lantai dan ada juga yang berkelompok di bangku. Langkah penugasan siswa adalah sebagai berikut:

(1)Langkah pertama (menggunting kertas)

Guru memulai dengan langkah pertama. Pada langkah pertama ini guru menginstruksikan untuk membuka kertas yang mereka bawa, lalu memotongnya menjadi persegi atau lingkaran. Berikut cuplikan instruksi guru pada langkah pertama:

Guru: Okay we need only ten minutes, we need only ten minutes to make a clock, so please do it together in your group. Okay the first please open your paper and then cut into square, or cut into circle!

Okay, I will count until twenty, you must finish. please do it now!

Guru melanjutkannya dengan menghitung 1 sampai 20. Terlihat siswa mengerjakan langkah pertama dengan cepat dalam kelompok karena sudah membagi kertas. Ada kelompok muslimah yang menggunakan bantuan jangka untuk membentuk lingkaran. Namun ada juga dari kelompok muslim yang menggunakan penggaris untuk

membentuk persegi. Penyebutan siswa menggunakan istilah muslim bagi siswa laki-laki dan muslimah bagi siswa perempuan.

(2)Langkah kedua (menulis angka pada jam)

Guru melanjutkan dengan langkah kedua yakni menulis angka pada jam. Guru menginstruksikan untuk menulis 4 angka terlebih dahulu, meliputi: 12 di atas, 6 di bawah, 3 di kanan, dan 9 di kiri. Kemudian dilanjutkan dengan angka 1, 2, 4, 5, 7, 10, dan 11. Guru memberi waktu 10 menit untuk mengerjakan. Berikut cuplikan instruksi guru untuk langkah kedua:

Guru: Okay don't touch anything, don't touch anything, don't touch anything. The group must finish!

Siswa: Yes, yes ustadzah

Guru: Okay the second is... the second please write the number using your pen or spidol. Write about this number. Twelve in the top, and six in the down, three in right side, and nine in the left side...

Okay, you can continue with number one, number two, four, five, seven, eight, ten, and eleven.

Guru mengawasi pekerjaan siswa dan mengingatkan siswa yang tidak segera mengerjakan. Guru mendekati satu per satu kelompok untuk membimbing kelompok tersebut. Terlihat siswa berkonsentrasi dengan pekerjaannya, sehingga guru menggunakan jargon untuk meminta perhatian dari siswa seperti berikut ini:

Guru: Eyes on me!

Siswa: Eyes on you!

Guru: Eyes on me, me, me!

Siswa: Eyes on you, you, you!

(3)Langkah ketiga (membuat garis pendek pada angka)

Guru melanjutkan dengan langkah ketiga yaitu membuat garis pendek di samping setiap angka pada jam. Guru menginstruksikan siswa untuk membuat garis menggunakan spidol dan mencontohkannya sambil memberikan instruksi. Seperti pada cuplikan berikut ini:

Guru: Okay the third.. With your spidol, give short line, give short line beside the number. Short line, short line, short line, short line beside the number (sambil mencontohkan di papan tulis).

Guru mengawasi dengan mengunjungi setiap kelompok. Pada saat itu terdapat siswa yang banyak bercanda sehingga guru mengurangi nilai kelompok tersebut dengan mengatakan, "Minus for grup Nafisa".

Kemudian guru memberikan nilai setiap kelompok guna memotivasi belajar siswa. Langkah keempat guru (memberikan tanda titik pada jam)

Guru melanjutkan dengan langkah keempat yakni memberi tanda titik pada jam mulai dari angka 12 menuju angka 6 dengan 8 titik. Siswa diperbolehkan menggunakan spidol warna saat menuliskan tanda titik. Berikut cuplikan instruksi guru pada langkah keempat:

Guru: Okay, the fourth step, please give only dot. What is it dot?

Siswa: Titik

Guru: Titik, that's good. One, two, three, four, one two three four.
(Sambil memberikan contoh di papan tulis)

Guru: You can use the different colour of your spidol!

Guru menggunakan kata "Hore" untuk membangkitkan semangat siswa seperti pada cuplikan, "Who is finish? Please say hore, I will give point for you. Hanya 2 kelompok yang mendapatkan poin tambahan. Kemudian guru kembali meminta perhatian siswa menggunakan jargon "giving attention" seperti pada cuplikan berikut:

Guru: Giving attention!

Siswa: Action..prok,..prok.. prok.. listen.. prok,..prok.. prok.. silent !
(sambil memperagakan gerakan dan bertepuk tangan)

Guru: Good!

(4)Langkah kelima

Langkah kelima merupakan langkah terakhir dalam pembuatan jam. Pada langkah ini siswa diminta untuk mengambil sedotan dan membaginya menjadi 2 bagian, sedotan panjang dan sedotan pendek. Sedotan tersebut digunakan sebagai jarum jam dan jarum menit. Kemudian menggabungkannya menjadi satu dan menancapkan di jam menggunakan jarum. Berikut cuplikan instruksi guru mengenai langkah kelima:

- Instruksi 1

Guru: The fifth step, the fifth step is... Now please take your straw. We will devide the straw into two parts. The first is short straw and then the second is long straw. We will use it for time, hour and minutes. Jarum jam dan jarum menit.

- Instruksi 2

Guru: Now combine this straw and then give the needle, if finish like that and then just put it in your clock. Silakan tancapkan jarum di jam. Okay like that. The straw and the needle (sambil memperagakan di depan siswa)

2. Remaining (mengingat)

Kegiatan ini merupakan kegiatan mengkaitkan materi yang pernah dipelajari siswa dengan materi pada pertemuan itu. Pada pertemuan pertama siswa diingatkan mengenai kosakata materi waktu yang dipelajari pada kelas 1, yakni *clock*, *past*, *to*, *quarter*. Materi pada kelas 1 tersebut dikaitkan dengan materi pada pertemuan itu yang membahas tentang *past* dan *to*. Berikut cuplikan percakapan pada kegiatan *remaining*:

Guru: Okay class, do you still remember what did you learn in primary one about time?

Siswa: Yes

Guru: Yes, what that?

Siswa: Quarter, past, clock, past, to.

Guru: What time is it?

Siswa: Five o'clock. It's so easy. That is in primary one. And then in primary two and now for today we learn for this one. I will divide into two areas. For this one we use past and to.

3. Explaining (menjelaskan)

Kegiatan ini merupakan kegiatan menjelaskan materi kepada siswa. Guru matematika kelas 3 IIS-PSM Kediri memaparkan bahwa pada proses menjelaskan, guru mengkategorikan siswa ke dalam beberapa tipe, antara lain: Audio, visual, dan kinestetik. Untuk tipe audio, guru menggunakan video dalam pengajarannya karena siswa dengan tipe ini lebih mudah belajar dengan mendengarkan.

Untuk tipe visual, guru menggunakan cara yang paling mudah ditangkap oleh siswa yakni menggunakan warna dan gambar karena siswa dengan tipe ini lebih mudah belajar dengan cara melihat dan mengamati. Sehingga dalam pengajarannya pun guru menggunakan spidol dengan berbagai macam warna.

Untuk tipe kinestetik, guru menggunakan aktivitas yang menyenangkan yang membuat siswa bergerak. Hal ini dilakukan karena anak dengan usia sekolah dasar memiliki energi yang besar sehingga mereka lebih senang bergerak dan siswa dengan tipe ini lebih mudah belajar dengan melakukan. Dengan cara ini, siswa dengan tipe kinestetik tidak akan ramai sendiri karena bakatnya tersalurkan.

Setiap pertemuan menggunakan metode menjelaskan yang berbeda-beda. Pada pertemuan pertama materi *time*, siswa dijelaskan mengenai konsep *past* dan *to* dengan membagi jam menjadi dua bagian, bagian kanan adalah *past* dan bagian kiri adalah *to*. Kemudian siswa mulai belajar mengenai cara menghitung jumlah menit dari 1 angka ke angka selanjutnya dengan nilai 5 menit setiap loncatan. Siswa belajar konsep bahwa *past* itu

lebih dan to itu kurang. Pada pertemuan pertama, guru menjelaskan tahap demi tahap materi, mulai dari mengetahui jumlah menit, cara menentukan past dan to berdasarkan gambar.

Dalam menjelaskan, guru selalu memperagakan apa yang diucapkan. Sehingga membuat siswa cepat memahami meskipun dalam bahasa Inggris penyampaianya. Berikut cuplikan percakapan pembelajaran pada tahap *explaining*:

Guru: to and past, we use kurang or lebih, okay!

Siswa: jam dua belas kurang (sambil menunjukkan ke kiri), jam dua belas (sambil menunjukkan ke kanan). Pas or to, okay?

Guru: Now we learn about past first

Siswa: Passed away!

Guru: Oh..mas fawwas already know. Okay, let's try for fawwas. Fawwas this is for minutes time. What minutes is that? (sambil menunjuk pada gambar jam di papan tulis)

Siswa: two.. eh ten

Guru: okay, and then our hand is in this time

4. Practice (mempraktikkan)

Kegiatan ini merupakan kegiatan mempraktikkan materi yang dipelajari. Biasanya kegiatan ini disertai dengan permainan. Pada pertemuan pertama, guru mengajak siswa menentukan waktu menggunakan jam yang sudah mereka buat. Kegiatan ini dikemas dalam bentuk kuis. Namun sebelumnya, guru memberikan latihan terlebih dahulu kepada setiap grup seperti cuplikan percakapan pembelajaran berikut ini:

Guru: Okay I will try for every group. For Nafisa's group (sambil menggambar jam), what minutes?

Siswa: fifteen

Guru: Fifteen minutes past?

Siswa: Five

Guru: Five?

Siswa: salah...salah..

Guru: one, two, three, four, past?

Siswa:hmmm..

Guru: let's think again

Siswa; Past four

Guru: Okey very good!

Siswa terlihat mulai menguasai materi waktu, sehingga guru melanjutkan pada kegiatan kuis. Kuis ini dibagi menjadi dua ronde, meliputi: round 1 guru mengucapkan waktu dalam bahasa inggris dan siswa menjawab dengan menunjukkan pada jam yang sudah mereka buat.

Guru: Okay let's try more, one, two, three.. Ten minutes ...ten minutes past, past.. nine!

Siswa: Horeeee....!

Guru: Okay I will check, okay, okay..okay that's good. One hundred, one hundred, one hundred, ow..fawwas not yet, one hundred. (Sambil mengisi kolom nilai pada papan tulis)

Round 2 guru menunjukkan soal dalam bentuk angka dan siswa menjawab dengan menunjukkan pada jam yang sudah mereka buat. Seperti pada cuplikan percakapan pembelajaran berikut ini:

Guru: The second round, ronde kedua, show me this time, show me this time, eight past fifteen..

Siswa: Horee..

Guru: Let's see.. very good, very good.. Ow.. very good!

(Pada akhir kuis diumumkan total skor siswa dan pemenang dari kuis.)

C. End (Penutup)

Kegiatan penutup merupakan serangkaian kegiatan di akhir pembelajaran. Pada kegiatan ini yang biasa dilakukan oleh guru adalah mengajak siswa merapikan kelas, merangkum materi yang dipelajari pada hari itu, dan memeriksa ketercapaian siswa selama 5 menit. Berikut uraian dari kegiatan penutup yang dilaksanakan guru pada saat observasi berlangsung:

1. Merapikan kelas

Kegiatan penutup pada pertemuan pertama berjalan lancar. Pada kegiatan ini yang dilakukan siswa adalah merapikan semua barang yang mereka gunakan saat pembelajaran, seperti kertas, jarum dan kembali ke tempat duduk untuk bersiap-siap berdoa dan melanjutkan pelajaran selanjutnya. Berikut adalah intruksi yang diucapkan guru saat meminta siswa membersihkan kelas:

Guru: Now I give you time 5 minutes to tidy up everything, be careful with the needle, hati-hati dengan jarumnya, hati-hati dengan jarumnya.

2. Merangkum dan memeriksa ketercapaian siswa

Kegiatan ini merupakan kegiatan meninjau kembali pelajaran yang telah dipelajari siswa. Pada observasi tanggal 7 April 2016, guru memeriksa ketercapaian siswa pada cara membaca jam dan mengingatkan kembali cara membaca jam yang benar, yakni diawali dengan menit dan diikuti dengan jam. Pada akhir kegiatan ini, guru memberi tahu siswa materi yang akan dipelajarinya di pertemuan yang akan datang dan dilanjutkan dengan doa

yang dipimpin oleh siswa yang bertugas. Berikut cuplikan percakapan pada kegiatan ini:

Guru: Okay class, how to read this clock? (sambil menulis di papan tulis)

Siswa: five.. fifteen..

Guru: okay, very good! Fifteen minutes past six. So, you will tell the time minute first or hour first?

Siswa: Minutes...

Guru: Yes, good. This remind you must to tell.. the first is the minutes

Menulis di papan tulis...

Guru: What time is it?

Siswa: Twenty minutes past three....

Guru: Twenty minutes past three, okay, good. Okay I will this side first. Selly, what time is it?

Siswa: ten past three...

Guru: Past three, good! Then right side, what time is it?

Siswa: Thirty minutes past one

Guru: Thirty minutes we can say?

Siswa: a half

Guru: a half.. that's good!

Kemudian guru menunjuk jam yang ada di dinding kelas bagian belakang.

Guru: and now I will ask you, what time is it?

Siswa: Fifty five minutes past eleven!

Guru: Class, I was told you if the time is in the left side, you use to. Look at the clock!

Siswa: Five minutes to..

Guru: Five minutes to..

Siswa: twelve...

Guru: Five minutes to twelve. Okay for the next week, we learn about to and we learn about duration. Okay time is up, you can stand up and the leader please come forward!

TRANSKRIP OBSERVASI PEMBELAJARAN II

Nama Sekolah : TK/SD Islamic International School Pesantren Sabilil Muttaqien Kediri
 Alamat Sekolah : Jl. Madura No.10, Grogol, Kab.Kediri
 Nama Guru Matematika : Ninik Ria Herawati, S. Pd
 Kelas : P3 Ibnu Rusyd
 Hari/ tanggal : Rabu/20 April 2016
 Waktu : 10.00 WIB – 11.00 WIB

Hari Rabu tanggal 20 April 2016, pukul 09.45 WIB peneliti tiba di lokasi penelitian yakni di TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri. Lokasi ini bertempat di Jalan Madura No.10, Grogol, Kabupaten Kediri. Suasana siang itu sedikit hening di luar dikarenakan semua siswa sedang belajar di kelas masing-masing. Ketika peneliti memasuki ruang administrasi, terlihat beberapa guru yang sedang mengerjakan tugas dan ada pula yang sedang berbincang-bincang menggunakan bahasa Inggris karena di sekolah yang akrab di panggil IIS-PSM Kediri ini menerapkan English as working language. Hal pertama yang dilakukan peneliti adalah menemui petugas administrasi untuk meminta izin bertemu dengan ustadzah Ninik. Pukul 10.00 WIB pun tiba, peneliti diminta masuk kelas. Peneliti memilih tempat di belakang kelas supaya kehadiran peneliti tidak berpengaruh pada jalannya proses pembelajaran. Ruang kelas 3 bernama P3 Ibnu Rusyd. Berikut pemaparan kegiatan pembelajaran yang terbagi menjadi tiga tahapan, yakni start, middle dan end.

A. *Start* (pendahuluan)

Sebagaimana pembelajaran pada umumnya, kegiatan pendahuluan pada pertemuan kedua diawali dengan doa. Guru meminta semua siswa menghadap ke depan kelas. Doa dipimpin oleh perwakilan siswa yang bertugas pada minggu itu. Setiap siswa yang bertugas diberi keleluasaan dalam mengkondisikan siswa saat berdoa. Doa diakhiri dengan sapaan antar guru dan siswa.

1. Menimbulkan motivasi (ice breaking)

Pada tanggal 20 April 2016, kegiatan ice breaking dimulai dengan jargon math dan dilanjutkan dengan menggunakan sapaan” hai-hello” untuk menguji konsentrasi siswa. Siswa menjawab kebalikan dari ucapan guru.

Guru: Hai (tangan melambai ke atas)
 Siswa: Hello (tangan melambai ke bawah)
 Guru: Hello (tangan melambai ke bawah)
 Siswa: Hai (tangan melambai ke atas)
 Guru: Hai (tangan melambai ke atas)
 Siswa: Hello(tangan melambai ke bawah)
 Guru: Hai (tangan melambai ke atas)

Siswa: hello(tangan melambai ke bawah)
 Guru: Hai, hai, hello (diikuti dengan gerakan)
 Siswa: Hello,hello hai.. (diikuti dengan gerakan)
 Guru: Hello, hello, hai.. (diikuti dengan gerakan)
 Siswa: Hai, hai, hello (diikuti dengan gerakan)
 Guru: Very good!

2. Warmer (recall the previous lesson)

Kemudian pada pertemuan tanggal 20 April 2016, guru hanya menanyakan apayang mereka pelajari pada materi sebelumnya.

Guru: What did you learn yesterday in my class?

Siswa: Time

Guru: About time, good.

3. Pre-teach

Pada tanggal 20 April 2016, guru melakukan *pre-teach* dengan menerangkan langkah pengerjaan worksheet. Berikut cuplikan percakapan guru dan siswa sebelum melakukan kegiatan outdoor class (kegiatan inti):

Guru: For today, I will devide you in group, in pair, berpasangan

Siswa: Yeyy...grup, grup...Ustadzah grupnya milih sendiri.

Guru: Okay, you can choose,

(3 Siswa laki-laki dengan bakat kinestetik langsung berlarian menuju kelompok yang diinginkannya)

Guru: But, before that you must shit first, 1, 2, 3 hap. Rozaki, Rio, Rio, okay you do it in group, I will explain you what duty is I will share to you. This is worksheet, this is worksheet (sambil menunjukkan worksheet yang akan digunakan di depan siswa). You know this is the picture is the boy sleeps, and than this is?

Siswa: Wake up

Guru: Yes, wake up, and then you must ask to, maybe the teacher, may be your friends, but there are two teacher you must ask them. And then how to make this one? Please don't disturb other class.

(Disaat ustadzah Ninik membimbing siswa, ada 2 siswa perempuan yang baru masuk kelas, lalu ustadzah Ninik memintanya untuk berdoa di depan kelas)

Guru: How to do this one? First time I will tell you, I go to Bogor by train

Siswa: That is car not train ustadzah (siswa protes dengan gambar guru)

Guru: This one me, ustadzah Novita and Adi.

Siswa: Where is kak Nehwa?

Guru: And Kak Nehwa also. And then I go to there at 8 o'clock pm. And then I arrive at Bogor 4.15 am. And then, (guru menggambar jam di papan tulis) what number this one

Siswa dan guru: 3, 9, 1, 2, 4, 5, 7, 8, 10, 11

Guru: Your duty is.. to draw 8 pm, where is the short hand?

Siswa: go to 8

Guru: good

Siswa: The long go to 12

Guru: Very good. Now you draw this side (menggambar di bawah gambar rumah Bogor)

Siswa:

Guru: Do you still remember how to do this one? Our hand, the short hand is in... between?

Siswa: 4 and 5

Guru: Between... four and five. This one. Fifteen?

Siswa: three..

Guru: This one is five, ten, fifteen (menunjukkan cara menghitung menit dari angka 12). Now, please count how much the duration start from Kediri to Bogor. Okay, let's go. This one? (menulis angka pada baris)

Siswa: nine, ten, eleven

Guru: This one? (menggambar lengkungan untuk menghitung waktu)

Siswa: One hour, one hour, one hour, one hour.

Guru: So, this is?

Siswa: One am.

Guru: Yes, good. Continue?

Siswa: two

Guru: Continue?

Siswa: Three

Guru: Continue?

Siswa: Four

Guru: This one four, so continue?

Siswa: Fifteen minutes

Guru: So, how long the duration?

Siswa: 1, 2, 3, 4,5, 6,7,8.. 8. Eight hour fifteen minutes.

Guru: Eight hour fifteen minutes..... I will share to you and you must ask, maybe the teacher, maybe ustadz Hudan what time you go to bed, what time you sleep, and then what time you wake up, what time you go to school. You must ask the teacher and you must write the teacher say

Siswa: Ustadzah, every group will get one paper?

Guru: Every student will get one paper but you must do it in group. And for the group you can choose up to you.

(Kemudian siswa bertanya mengenai teknis pengerjaan dan guru kembali mengingatkan cara pengerjaan. Lalu membagikan tugas)

Guru: Okay now, its time for you to go outside class to looking for the people. I give you ten, you must back to class at eleven fifteen

B. *Middle* (Inti)

Kegiatan inti merupakan kegiatan penyampaian materi kepada siswa yang membutuhkan strategi dan metode khusus dalam penyampaiannya. Penggunaan metode pembelajaran dan media disesuaikan dengan materi yang dipelajari oleh siswa.

a. Practice (mempraktikkan)

Kegiatan practice pada pertemuan tanggal 20 April 2016 dilakukan dengan melakukan wawancara secara berkelompok. Guru tidak lagi menjelaskan materi time karena materi pada hari itu merupakan kegiatan praktik dari materi sebelumnya. Setelah tahapan guiding, guru langsung mengajak siswa untuk praktik dengan wawancara secara berkelompok namun penulisan pada worksheet tetap secara individu. Tugas siswa adalah bertanya tentang waktu orang lain saat melakukan aktivitas sesuai gambar pada worksheet dari aktivitas 1 menuju aktivitas lain dan menghitung durasinya. Terlihat sekelompok siswa melakukan wawancara dengan petugas administrasi, beberapa kelompok bertanya kepada guru yang ada di ruang guru dan ada juga yang bertanya kepada peneliti. Guru mengunjungi setiap kelompok untuk memeriksa dan membimbing pekerjaan siswa. Siswa menikmati kegiatan di luar kelas dengan mengerjakan di teras sekolah, di ruang tamu dan ada yang menghampiri guru melalui jendela sekolah.

Kegiatan outdoor class dirasa sudah cukup, kemudian guru dan siswa kembali ke kelas untuk membahas hasil kerja siswa. Berikut percakapan saat pembelajaran berlangsung:

Guru: Okay, take your sit, I will check your paper in your sit please, 1, 2, 3,4,5, 6, 7, 8, 8, 9, 9, 10. I will check one by one.If you do not finish, you can continue.

(Guru memeriksa satu per satu pekerjaan siswa di bangku siswa)

Guru: Okay, I give you time to drink

(Guru melanjutkan memeriksa satu per satu pekerjaan siswa di bangku siswa)

C. *End* (Penutup)

Kegiatan penutup merupakan serangkaian kegiatan di akhir pembelajaran. Pada kegiatan ini yang biasa dilakukan oleh guru adalah mengajak siswa merapikan kelas, merangkum materi yang dipelajari pada hari itu, dan memeriksa ketercapaian siswa selama 5 menit. Berikut uraian dari kegiatan penutup yang dilaksanakan guru pada saat observasi berlangsung:

1. Merapikan kelas

kegiatan merapikan kelas pada pertemuan tanggal 20 April 2016 berjalan sama seperti pertemuan sebelumnya dan dengan instruksi yang sama pula. Terlihat guru mendekati siswa dengan Low achievement dan menerangkan kembali sampai siswa tersebut paham dengan menggunakan cara yang sederhana.

2. Merangkum dan memeriksa ketercapaian siswa

Kegiatan merangkum dan memeriksa ketercapaian siswa pada pertemuan tanggal 20 April 2016, dilakukan setelah kegiatan *practice*. Pada kegiatan ini, siswa diingatkan kembali mengenai cara menggambar jam dan mengetahui durasinya melalui soal upin-ipin yang digambar guru di papan tulis. Beberapa siswa perwakilan dari muslim maupun muslimah secara bergantian mengerjakan di papan tulis. Berikut cuplikan percakapan kegiatan merangkum materi pembelajaran pada tanggal 20 April 2016:

Guru: Eyes on it!

Siswa : Eyes on it!

Guru: I will call you and you will draw... Upin, go to school,

Siswa: Upin kok gitu ustadzah? Dibajunya kurang U Ustadzah. (guru membenarkan gambar)

Guru: Okay, Upin and Ipin go to school at seven thirty (Mengecek konsentrasi dan pemahaman siswa).

Siswa: Six thirty...

Guru: Six thirty, and then.. Mas Agif will draw this one, mas Rio will draw this one using this board marker.

Siswa: Ya Allah, itu ular ya yo..

Guru: This is correct or not?

Siswa: Yes..

Guru: Yes, the different is, Agif draw straight line, and then for Rio?

Siswa: Ular..

Guru: Iya (tertawa). Like a wave. And then I will ask... dengderengdereeeeng...

Siswa: I am, I am...

Guru: Fawwaz, Fawwaz, What is the duration? (sambil menunjuk gambar yang ada di papan tulis)

(Fawwaz maju ke depan kelas)

Guru: Now it's time for muslimah. Nafisa. And then the result is?

(Nafisa mengerjakan di papan tulis, setelah selesai guru meminta siswa memperhatikan dengan jargon "Giving attention" lalu mempersilakan siswa untuk bertanya)

TRANSKRIP OBSERVASI PEMBELAJARAN III

Nama Sekolah : TK/SD Islamic International School Pesantren Sabilil Muttaqien Kediri
 Alamat Sekolah : Jl. Madura No.10, Grogol, Kab.Kediri
 Nama Guru Matematika : Ninik Ria Herawati, S. Pd
 Kelas : P3 Ibnu Rusyd
 Hari/ tanggal : Kamis/21 April 2016
 Waktu : 10.00 WIB – 11.00 WIB

Hari Rabu tanggal 21 April 2016, pukul 09.50 WIB peneliti tiba di lokasi penelitian yakni di TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri. Lokasi ini bertempat di Jalan Madura No.10, Grogol, Kabupaten Kediri. Suasana siang itu sedikit ramai di dalam kelas dikarenakan hari itu siswa merayakan hari Kartini. Ketika peneliti memasuki ruang administrasi, terlihat beberapa guru yang sedang mengerjakan tugas dan ada pula yang sedang berbincang-bincang menggunakan bahasa Inggris karena di sekolah yang akrab di panggil IIS-PSM Kediri ini menerapkan English as working language serta terlihat pula siswa yang berpakaian batik. Hal pertama yang dilakukan peneliti adalah menemui petugas administrasi untuk meminta izin bertemu dengan ustadzah Ninik. Pukul 10.00 WIB pun tiba, peneliti diminta masuk kelas. Peneliti memilih tempat di belakang kelas supaya kehadiran peneliti tidak berpengaruh pada jalannya proses pembelajaran. Ruang kelas 3 bernama P3 Ibnu Rusyd. Berikut pemaparan kegiatan pembelajaran yang terbagi menjadi tiga tahapan, yakni start, middle dan end.

A. *Start* (pendahuluan)

Sebagaimana pembelajaran pada umumnya, kegiatan pendahuluan pada pertemuan ketiga diawali dengan doa. Guru meminta semua siswa menghadap ke depan kelas. Doa dipimpin oleh perwakilan siswa yang bertugas pada minggu itu. Setiap siswa yang bertugas diberi keleluasaan dalam mengkondisikan siswa saat berdoa. Berbeda dengan dua pertemuan sebelumnya, kegiatan doa padatanggal 21 April 2016 berjalan kurang lancar. Hal ini terlihat ketika pemimpin doa memanggil siswa yang ramai sampai berkali-kali dan meminta mereka untuk berdoa di depan kelas. Doa diakhiri dengan sapaan antar guru dan siswa.

1. Menimbulkan motivasi (ice breaking)

Pada tanggal 21 April 2016, kegiatan ice breaking dimulai dengan jargon math dan dilanjutkan dengan menggunakan sapaan Class yang diiramakan.

B. *Middle* (Inti)

Kegiatan inti merupakan kegiatan penyampaian materi kepada siswa yang membutuhkan strategi dan metode khusus dalam penyampaian. Penggunaan metode pembelajaran dan media disesuaikan dengan materi yang dipelajari oleh siswa. Pada pertemuan ini materi yang dibahas adalah word problem time and duration. Guru menggunakan strategi grup learning yakni siswa diminta berkelompok sebanyak 5 siswa untuk berdiskusi menyelesaikan soal cerita, namun tetap mengerjakan secara individu. Siswa selesai terlebih dahulu diperbolehkan mengajari teman yang belum bisa.

C. *End* (Penutup)

Kegiatan penutup merupakan serangkaian kegiatan di akhir pembelajaran. Pada kegiatan ini yang biasa dilakukan oleh guru adalah mengajak siswa merapikan kelas, merangkum materi yang dipelajari pada hari itu, dan memeriksa ketercapaian siswa selama 5 menit. Berikut uraian dari kegiatan penutup yang dilaksanakan guru pada saat observasi berlangsung:

1. Merapikan kelas

Kegiatan merapikan kelas pada pertemuan tanggal 21 April 2016 berjalan sama seperti pertemuan sebelumnya dan dengan instruksi yang sama pula. Terlihat guru mendekati siswa dengan Low achievement dan menerangkan kembali sampai siswa tersebut paham dengan menggunakan cara yang sederhana.

2. Merangkum dan memeriksa ketercapaian siswa

Kegiatan merangkum dan memeriksa ketercapaian siswa pada pertemuan tanggal 21 April 2016 dilakukan dengan menanyakan kesulitan siswa pada materi word problem.

Menyatakan bahwa data wawancara di atas benar
Mengetahui,



Ninik Ria Herawati, S.Pd

TRANSKRIP OBSERVASI MATH ACTIVITY I

Nama Sekolah : TK/SD Islamic International School Pesantren Sabilil
Muttaqien Grogol Kediri
Alamat Sekolah : Jalan Madura No.10, Grogol, Kab.Kediri
Nama Guru Matematika : Novitasari, S. Pd
Kelas : P1, P2, P3, P4
Hari/ tanggal : Selasa/19 April 2016
Waktu : 07.00 WIB – 07.40 WIB
Kode Informan : 1. Ustadzah Novita (V)
2. Ustadzah Ninik (N)
3. Siswa (S)
4. Peneliti (P)

Hari Selasa tanggal 19 April 2016, pukul 06.50 WIB peneliti tiba di lokasi penelitian yakni di TK/SD Islamic International School Pesantren Sabilil Muttaqien Grogol Kediri. Lokasi ini bertempat di Jalan Madura No.10, Grogol, Kabupaten Kediri. Saat peneliti memasuki area gang menuju sekolah itu, terlihat dari jauh siswa IIS-PSM yang berdatangan diantar oleh orang tua masing-masing. Siswa-siswa tersebut saling bertegur sapa dengan sesama teman maupun Ustadz-ustadzah (panggilan guru di IIS-PSM Kediri) yang berdiri di sepanjang gerbang sekolah untuk menyambut kedatangan siswa. Siswa dan guru saling memberi salam dan dan bersalaman. Kemudian peneliti langsung menemui staff administrasi untuk meminta izin menemui Ustadzah Ninik; guru matematika P1 dan P3. Setelah beberapa saat, Ustadzah Ninik pun menemui peneliti dan mempersilakan peneliti untuk memulai observasi pada pagi itu dengan didampingi oleh beliau.

Keceriaan terpancar dari wajah siswa IIS-PSM Kediri. Tentu saja semangat merekapun masih tinggi. Siswapun bergegas memakai sepatu dan menuju halaman sekolah. Di halaman sekolah, Ustadzah Novita selaku guru yang memandu aktivitas pagi itu sudah bersiap dengan membawa pengeras suara. Beliau berdiri di bawah pohon beringin besar dengan menghadap ke timur. Siswa pun segera membentuk barisan sesuai dengan kelas masing-masing. Setelah siswa membentuk barisan dengan rapi, Ustadzah Novita dengan memakai pengeras suara segera memulai aktivitas pada pagi itu. Berikut adalah percakapan pada kegiatan math activity.

V : What day is today?

S : Today is Sunday.

Beberapa siswa yang lain langsung membenarkan dan menyorakinya,

S : Sunday, Monday, Tuesday.. Tuesday.... Haaaa.. Huuuu..!

V : What day is today?

S : Today... is... Tuesday!

V : Today is Tuesday. What will we do today?

S : Math Activity

V : Math or science?

S : Math...
 V : Who choose science?
 S : I am... (Semua siswa sambil mengacungkan tangan)
 V : Okay Class, today we will make a cube. What is it?
 S : Cube
 V : Say together, Cube!
 S : Cube!
 V : Can you spell it?
 S : C-U-B-E

Pastinya tidak semua siswa mau berbaris dengan rapi dan mengikuti instruksi guru. Di barisan sebelah kiri, terdapat beberapa siswa yang mengganggu temannya, kemudian Ustadzah Novita pun menegurnya dan meminta kedua siswa tersebut mengeja kata “Cube”. Kemudian beliau juga mendekati barisan siswa P2 dan meminta mengeja satu per satu. Setelah siswa P2 bisa mengeja dengan benar, Ustadzah Novita pun kembali melanjutkan instruksinya. Ustadzah Novita meminta siswa untuk berkumpul dengan grup leadership-nya. Grup leadership adalah grup yang di dalamnya terdiri dari siswa kelas 1-4.

V : Oke now, Ustadzah will count until four, please make a group, gather to your leadership group, understand?
 S : Yes, understand

Lalu siswa berpencar dan mencari anggota grupnya masing-masing, sementara itu Ustadzah Novita menghitung 1 sampai 4. Terlihat beberapa siswa kebingungan mencari anggota grupnya, ada yang hanya berpasangan 2 siswa, ada yang 3 siswa, adapula yang sudah berhasil mengumpulkan 8 siswa dalam kelompoknya. Kemudian Ustadzah meminta siswa yang sudah berhasil berkumpul dalam grup untuk mengatakan “Hore!”. Lalu tiga kelompok yang berhasil langsung serentak berkata, “Hore!”. Sembari menunggu instruksi, siswapun saling bercanda dengan teman-teman dalam grupnya, ada juga yang dengan santainya duduk di bawah pohon beringin sambil memperhatikan gerak-gerik Ustadzah Novita. Setelah selesai mengambil bahan untuk digunakan pada aktivitas siswa, Ustadzah pun langsung meminta siswa memperhatikannya dan mengkondisikan siswa dengan menggunakan yel-yel.

V : Eyes on me!
 S : Eyes on you!
 V : One silent clap!
 S : Prok.. sstt!(sambil bertepuk tangan satu kali)
 V : two silent claps!
 S : Prok, prok.. Ssstt.. Ssstt!
 V : Giving attention!
 S : Action, listen, silent!
 V : Now, I will give one grup one paper. This paper is called Cube net. Say together! (sambil menunjukkan kertas kepada siswa)
 S : Cube net.

V : Cube net

S : Cube net

V : Or in Bahasa we say Jaring-jaring ku..

S : bus

V : We have many kind of 3D Shape, but today we only learn 1 3D-shape. Kita punya banyak bangun ruang, tapi untuk hari ini hanya kubus atau Cube. Whether we have to cut the pattern, kalian harus memotong polanya, nanti sisakan sedikit kertas di samping untuk tempat lem. Berarti, setelah ini setiap grup ambil gunting minimal du..a, karena ada dua gambar. Understand?

S : Yes understand

V : Oke, 2 orang perwakilan grup ambil gunting, 1 orang perwakilan grup ambil kertas di ustadzah, sekarang.

Segera perwakilan siswa pun langsung berlarian menuju kelas untuk mengambil gunting dan kertas. Kemudian anggota grup yang masih berada di halaman sekolah mendengarkan penjelasan dari Ustadzah Novita. Beliau menjelaskan bahwa setelah digunting, kertas ditekuk sesuai dengan garisnya untuk membentuk kubus. Di samping itu, Ustadzah Ninik yang saat itu berdiri di samping peneliti, beliau menjelaskan bahwa metode yang di pakai pada saat morning activity adalah grouping.

N : In morning activity, the method is grouping. Metodenya kita pakai yang campur P1, P2, P3, P4. Jadi materinya mereka bisa tukar. Kadang kita ambil materinya kelas 1, kelas 2, kelas 3, kelas 4.

P : Jadi yang besar bisa ngajarin yang kecil begitu ya Ustadzah?

N : Iya, jadi misalkan kita pakai materi P1, yang besar ngajarin. Kalau kita pakai materi P4, yang P1 bisa lihat. Jadi punya gambaran, oh dulu pernah begitu.

Kemudian ada satu kelompok yang saat itu santai bercanda dan Ustadzah Ninik pun langsung menegurnya dan memerintahkan Dio (siswa kelas 4) untuk meminta kertas ke Ustadzah Novita. Seketika itu perwakilan siswa langsung menuju Ustadzah Novita dan meminta kertas. Beberapa kelompok sudah terlihat mampu bekerja sama dengan anggota kelompoknya masing-masing. Saat itu ada satu kelompok yang menggunting adik kelasnya dan yang kakak kelas membimbing cara mengguntingnya, ada juga yang bagian mengelem ketika sudah selesai. Tapi ada juga yang malah menggambar di tanah karena dia memang tipe anak kinestetik yang tidak bisa diam lebih dari 1 menit, biar tidak bosan ketika menunggu gilirannya untuk bekerja. Saat itu dia menunggu gilirannya mengelem, dia sesekali memperhatikan temanya menggunting dan menggambar di tanah. Di sela-sela waktu pengamatan, Ustadzah Ninik menjelaskan kembali.

N : The theme for today is 3D-shape, bangun 3 dimensi.

P : Untuk materi-materi itu siapa yang menentukan Ustadzah?

N : Kalau kita pakai materi untuk morning activity itu bebas. Misalkan kita merasa anak yang kelas 2 itu masih kurang materi yang disini, kita menambah.

P : Jadi untuk materi morning activity itu materi dari kelas atau my pals?

N : Iya dari my pals. Di kelas, tapi kita tambahi aktivitas.

P : Jadi lebih ke prakteknya.

N : Mereka belajar kerja sama, belajar mengajar kayak gitu. Nanti kan terlihat misalkan anak-anak mendominasi tidak yang kelas 4. Kalau mereka bisa kerja sama nanti pasti.. dek kamu yang ini dek.

P : Tapi itu ada yang main sendiri Ustadzah

N : Nah biasanya itu anak-anak yang kinestetiknya tinggi. Jadi daripada dia menunggu gini dia nggak bisa.

Di saat kelompok yang lain masih asyik menggunting, tiba-tiba ada salah satu siswa yang maju dan menunjukkan hasil guntingannya kepada Ustadzah Novita. Lalu Ustadzah Ninik kembali menjelaskan kepada peneliti bahwa itu adalah hasil guntingan dari kelompok Farhan, siswa kelas 4.

N : Itu punya Farhan, dia kreatif. Dia suka bikin, ini hobinya dia Lego. Jadi dia itu biasanya ngeprint-ngeprint sendiri bentuk robot dari bentuk math-math gitu, kan ada. Kemarin dia saya kasih link gitu kan ternyata dia di rumah itu hobinya kayak gitu. Jadi misalkan robot apa gitu, bentuknya tu cube-cube kayak gitu. Misalkan buah strawberi itu bentuknya kayak limas, dia bisa ngerangkai.

P : Itu kelas berapa Ustadzah?

N : Dia udah kelas 4, kemarin ikut robotic juga. Nah karena ayahnya kan seniman, dia pindah di ekstra lukis. Tapi hobinya tetap robotic.

Ustadzah Novita menanyai siswa apakah siswa sudah ada yang selesai. Ternyata mayoritas siswa belum selesai mengerjakan proyeknya. Ada yang masih merapikan guntingannya, ada juga yang masih mengelem, serta sudah selesai membentuk menjadi kubus. Bagi siswa yang belum selesai, diperbolehkan untuk melanjutkan di sela-sela waktu luang atau setelah makan siang. Siswa bisa menggunakannya untuk bermain dadu. Kemudian Ustadzah Novita meminta siswa untuk membersihkan kertas sisa menggunting. Ustadzah Novita meminta siswa membentuk baris sebelum mengakhiri kegiatan pada hari itu dengan dibantu oleh ustadzah Ninik dan Ustadz Hudan yang pada saat itu membunyikan peluit. Berikut percakapan saat penutupan kegiatan.

V : Who is finish?

S : Not yet..

V : Okay if you are not finish, you can continue on free time or after lunch, okay?

S : Okay..

V : Okay class, please clean up your paper, bersihkan kertasnya, sampahnya dibersihkan, karena waktunya sudah habis kalian boleh melanjutkan nanti.

S : For dice, play ular tangga

V : what mas Adi?

S : For dice ustadzah

V : Thank you, you can use for dice, bisa dipakai nanti untuk bermain ular tangga. Okay, Ustadzah will count until ten. Please make a line sesuai kelasnya. One.. two.. three.. four.. five.. six.. seven.. eight.. nine.. ten..

Setelah semua siswa membentuk barisan, Ustadzah Novita kembali membunyikan yel-yel.

V : M-A-T-H

S : Math super maths I love Math, Math is.. amazing.

Setelah kegiatan math activity berakhir, dilanjutkan dengan kegiatan assembly. Assembly adalah kegiatan doa bersama setelah morning activity yang diikuti oleh seluruh warga sekolah baik guru maupun siswa. Berikut adalah penjelasan ustadzah Ninik mengenai kegiatan assembly sebagai lanjutan dari kegiatan morning activity.

N : Yang ini namanya assembly. Assembly itu anak-anak dikumpulkan setelah morning activity, kemudian anak-anak itu doa, al-fatihah, Asmaul Husna, kemudian doa pagi, doa belajar.

P : Itu setiap hari Ustadzah?

N : Iya, ini namanya assembly. Kemudian anak-anak tahfidz.

Menyatakan bahwa data wawancara di atas benar

Mengetahui,

Pengajar Math Morning Activity I

Pengajar Math Morning Activity II



Ninik Ria Herawati
Ninik Ria Herawati, S.Pd

Novitasari
Novitasari, S. Si