

## EDUCATION CURRICULUM AT SATIT PHATNAWITYA SCHOOL YALA THAILAND

**Fatmawati<sup>1</sup>, Helmia Tasti Andri<sup>2</sup>, Sobrul Laeli<sup>3</sup>, Abdul Kholik<sup>4</sup>**

<sup>1</sup> Elementary School Teacher Education, University of Djuanda, Indonesia

<sup>2</sup> Faculty of Teacher Training and Education, University of Djuanda,

Jl Tol Ciawi No 1, Bogor, Indonesia

Corresponding Author: fw3940601@gmail.com

The curriculum plays an important role in creating a useful future generation for a nation and state that has the characteristics of responsibility, creativity, innovation, and being a person the expert. The curriculum is the heart of a school and the school is its heart society is also the community that is the heart of the state or nation, so that the nation will progress if it has high quality and qualified human resources. However, curriculum development often encounters many problems requires consideration and solution. This research aims to find out an overview of the curriculum at the Satit Phatnawitya Yala school in Thailand and find out its implementation through learning administration. This research uses case study method by observing first then conducting research by means of re-observation, interviews and documentation.

Keywords: Education Curriculum, Learning Administration

### I. INTRODUCTION

One important component of the education system is the curriculum. The curriculum is one of the tools to achieve educational goals, as well as a guideline in the implementation of learning at all types and levels of education.

The curriculum holds a key position in education, because it is related to the direction, content and process of education which ultimately determines the type and qualifications of graduates of an educational institution. In an educational institution, one of the figures who has such an important role in curriculum development is the teacher.

Curriculum development is the process of curriculum planning in order to produce a broad and specific curriculum plan. This process is related to the selection and organization of various components of teaching and learning situations, including the establishment of curriculum organizing schedules and specifications of suggested objectives, subjects, activities, sources, and curriculum developer measuring devices that refer to the creation of unit sources, unit plans, and other curriculum lesson lines to facilitate the teaching and learning process.

Satit Phatnawitya School Yala is a school that implements 2 curricula including: General learning curriculum and curriculum in the field of religion are applied separately with a fairly long learning time. Therefore, this school implements a full day school system in order to achieve learning every day according to a predetermined schedule.

The curriculum used by Satit Phatnawitya School Yala is the same as other schools in Thailand, namely the 2008 Core Curriculum. The 2008 Basic Education Core Curriculum (KIPD) was designed with emphasis on conformity. Improvements are made in the objectives and processes of curriculum implementation at the office and school level. The principle of decentralization is still prioritized in the 2008 KIPD, by providing opportunities for local communities and schools to develop school curricula. Activities

Teaching and learning applied to all Thai students in basic education is directed in order to improve the quality of students in mastering basic knowledge and life skills needed in facing a changing world. Therefore, they must be equipped with the spirit to seek knowledge in order to develop themselves continuously.

The Core Curriculum of Basic Education 2008 aims to increase the capacity of all students who are the main strength of the country so as to get balanced development in all aspects – physical strength, science and morality. Students are expected to be aware of their commitments and responsibilities as Thai citizens as well as members of the world community. Bound by a democratic form of government under the monarchical constitution, students must be equipped with basic knowledge and essential skills and good character for further study, life skills and lifelong learning. Therefore, a student-centered approach needs to be implemented, which is based on the fact that everyone has the ability to learn and develop themselves to reach their highest potential (Kbri et al., 2014).

## II. METHODS

This research uses a qualitative approach with a case study method, which is to find out the curriculum in the school and find out the implementation through learning administration. This research will be carried out from September 5 to September 29, 2023 at Satit Phatnawitya School Yala, Thailand. For this research procedure, observe first and then strengthen conducting research by means of interviews and documentation.

## III. RESULTS AND DISCUSSION

In Greek the curriculum is taken from the word *Curere* the right one is racing. *Oxford Dictionary* mentions that *Curriculum is subjects in a course of study or taught in a school, collage* (Nasbi 2017). The curriculum can also be understood as a subject program as well as English, Algebra, History, Economics and others. In other words, the curriculum includes a list of subjects delivered by a school. Another view states that the curriculum is the content of certain subjects in the program and the information recorded in guiding lessons through notebooks that are needed and provided in the lesson plan.

The curriculum also has characteristics in terms of planning consisting of understanding, function, model and curriculum design (Banks 2015). Among the characteristics of curriculum planning include school programs should be designed to coordinate all elements in the curriculum educational framework, curriculum planning should be based on clear concepts, curriculum planning should be made within a comprehensive framework, curriculum planning should be reactive and anticipatory, the formulation of various approach objectives should be clarified with concrete illustrations and others (Julaeha 2019)

### 1. School curriculum overview

Satit Phatnawitya School Yala is located in the Yala region of Southern Thailand located at Jalan 52 Road, pang muang2 M.TamboonSateng, Yala Province, Thailand. The location of this school is quite strategic so that all transportation access can enter the school ranging from motorbikes, cars, and even public transportation that is commonly used by local residents.

Satit Phatnawitya School Yala is one of the well-known schools as an international school that has excellent education management under the leadership of the principal Mr. Rosdee Mangkachi M.Ed. Where this school has 5 school levels ranging from Paud, kindergarten,

elementary, junior high, high school with 167 education staff who are very competent in their respective fields.

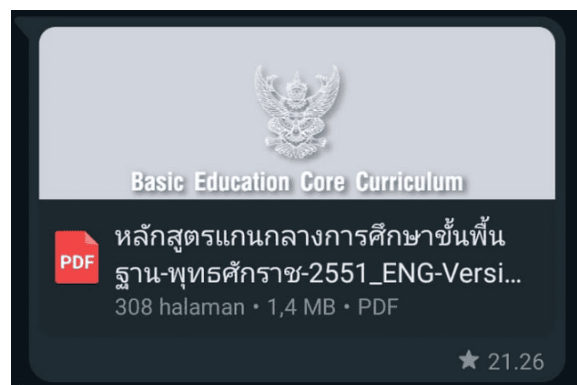
Satit Phatnawitya School Yala is a school that implements 2 curricula including: General learning curriculum and curriculum in the field of religion are applied separately with a fairly long learning time. Therefore, this school implements a full day school system in order to achieve learning every day according to a predetermined schedule.

In Satit Phatnawitya School Yala, the majority are Muslim and local residents of Yala province, besides that this school is also legkapi by having 4 Center Office staff, canteen managers and school cleaning employees. The principal, educators and school staff synergize very well to realize the goals of religion with a focus on language, recruiting the thinking process by having scientific thinking by utilizing technology wisely and fostering independence and environmental sustainability.

The curriculum used by Satit Phatnawitya School Yala is the same as other schools in Thailand, namely the 2008 Core Curriculum. The 2008 Basic Education Core Curriculum (KIPD) was designed with emphasis on conformity. Improvements are made in the objectives and processes of curriculum implementation at the office and school level. The principle of decentralization is still prioritized in the 2008 KIPD, by providing opportunities for local communities and schools to develop school curricula. Activities

Teaching and learning applied to all Thai students in basic education is directed in order to improve the quality of students in mastering basic knowledge and life skills needed in facing a changing world. Therefore, they must be equipped with the spirit to seek knowledge in order to develop themselves continuously.

The Core Curriculum of Basic Education 2008 aims to increase the capacity of all students who are the main strength of the country so as to get balanced development in all aspects – physical strength, science and morality. Students are expected to be aware of their commitments and responsibilities as Thai citizens as well as members of the world community. Bound by a democratic form of government under the monarchical constitution, students must be equipped with basic knowledge and essential skills and good character for further study, life skills and lifelong learning. Therefore, a student-centered approach needs to be implemented, which is based on the fact that everyone has the ability to learn and develop themselves to reach their highest potential (Yunardi 2014)



## 2. Learning Administration

Learning in the classroom is carried out so well, that every teacher has a very good teaching administration. This can be seen from the system of 1 teacher teaching 1 subject so that teachers are better at preparing for learning in the classroom. Every lesson in the class the teacher will do

attendance to find out how many students are present in the class. Before learning begins, the teacher will ask students to stand up because the teacher will do ice breaking first so that students can focus and be ready to learn. After all students are focused and ready to learn, the teacher will start learning by asking homework and asking last week's lesson to train students to always remember the learning that has been carried out. After that the teacher will start teaching with material that has been prepared before, in the learning process the teacher is free to use any method or media to be used with notes in accordance with the material to be taught. The teacher will teach in 1 lesson with an allocation of 50 minutes for 1 lesson, each lesson is completed the teacher will fill in the agenda book in each class as a reminder of learning and what material is taught.

When learning the teacher will arrange student seats at a good time, the teacher will arrange student seats according to the attendance number to facilitate 2-way learning. The number of benches and tables in the classroom is in accordance with the number of students because students are only allowed to sit alone. Seating arrangements can change at any time to create a new atmosphere so that learning is not boring.

The facilities contained in each class are, teacher and student desks, bookshelves and textbooks in it, cleaning tools such as brooms, scrapers and trash cans. A TV as one of the learning media, a whiteboard along with stationery, 2 ACs, 2 fans And there are learning posters both in Thai, English and in Malay.

Every teacher is required to make a Learning Plan (RPP) as a guide for how and what will be taught to students in the classroom. The lesson plan itself is created and listed in one of the applications used by all teachers, even students and parents can access it with their respective codes, namely the Social Bright application. This application has been implemented for approximately 6 years by all teachers, students and parents who follow the learning system in Bangkok.



Not only the Learning Plan but every teacher is also required to make a Learning Plan for 1 Semester (RPS), this is done so that learning and material can be delivered properly in accordance with the specified time so that it will be easier to achieve learning objectives.

Satit Phatanawitya School Yala is a school that is very prepared for learning activities with good times. Satit Phatanawitya School Yala is very serious in achieving learning objectives, this can be from the media and teaching resources provided by the school are very adequate. For example, when there is Science material, it will provide and complement what students need. The school will bring events about science such as below an Open Home event at Songkla University, there is learning to professions such as: medicine, space, and other science learning so that students can practice directly how to carry out according to the profession they want.



Not only schools, every teacher also has learning media to use such as books, powerpoints, films and learning videos. In using these media, teachers usually use learning methods such as *games* and *quizzes* so that learning becomes more fun and students are easier to understand the material provided. . In addition, for learning outcome assessment tools just like schools in Indonesia, Satit Phatanawitya School Yala also has learning outcome assessment tools. Where this assessment device is in the form of a piece of paper which will contain every learning outcome in the classroom, from daily grades to exams. This is contained in one assessment tool, and will be cumulated into the student's final grade. The following is a shortening of the assessment of student learning outcomes in Mathematics Lessons:

 A large, detailed table showing student learning outcomes in Mathematics Lessons. The table has many columns and rows, likely representing different students and their performance across various lessons or topics. The text is small and difficult to read, but it appears to be a comprehensive record of student progress.

#### IV. CONCLUSION

The curriculum can be understood as a subject program as well as English, Algebra, History, Economics and others. In other words, the curriculum includes a list of subjects delivered by a school. Another view states that the curriculum is the content of certain subjects in the program and the information recorded in guiding lessons through notebooks that are needed and provided in the lesson plan.

Satit Phatanawitya School Yala is a school that implements 2 curricula including: General learning curriculum and curriculum in the field of religion are applied separately with a fairly long learning time. In Satit Phatanawitya School Yala, the majority are Muslim and local residents of Yala province, besides that this school is also legkapi by having 4 Center Office staff, canteen managers and school cleaning employees. After all students are focused and ready to learn, the teacher will start learning by asking homework and asking last week's lesson to train students to always remember the learning that has been carried out. After that the teacher will start teaching with material that has been prepared before, in the learning process the teacher is free to use any method or media to be used with notes in accordance with the material to be taught.

Some of the facilities provided to support the learning of students are indeed very adequate, coupled with the advancement of technology so that the learning system has used some of the features in Microsoft and several other learning applications that can be used as a medium for learning.

#### V. HEIRLOOM LIST

- Banks, James A. 2015. "Cultural Diversity and Education: Foundations, Curriculum, and Teaching." *Cultural Diversity and Education: Foundations, Curriculum, and Teaching* 1–342. DOI: 10.4324/9781315622255.
- Julaeha, Siti. 2019. "Curriculum Problems and Character Education Learning." *Journal of Islamic Education Research* 7(2):157. DOI: 10.36667/jppi.v7i2.367.
- Nasbi, Ibrahim. 2017. "CURRICULUM MANAGEMENT: A Theoretical Study." *Idaarah: Journal of Educational Management* 1(2):318–30. DOI: 10.24252/idaarah.v1i2.4274.
- Yunardi. 2014. "The Education System in Thailand." *Education Attaché Office, Embassy of the Republic of Indonesia (KBRI) Bangkok* 1–45.