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Peni Afriani, The Role of Curriculum in the Learning Process in International Class: Study on Curriculum of Cambridge and Hidden Curriculum in SMA N 70 Jakarta. Undergraduate Thesis. Program Studies of Educational Sociology, Faculty of Social Sciences, State University of Jakarta, 2011.

The study was conducted at the International Class X and XI SMA N 70 Jakarta for three months from February to May 2011. The research method is used descriptive qualitative which are the data collection techniques through observation, interview and literature studies. In this study, interviewees who were interviewed totaled 19 peoples, consisting of 8 teachers of International and Regular Class, 7 students of international class, and 4 students of regular classes.

The research has founded the internal and external dynamics in International Class Program in SMA N 70 Jakarta. The internal dynamics in the class used the Cambridge curriculum which the teachers tend to involve his/her students. Students are required to active in learning activities, such as questions and to express opinions related to the content being described by the teacher. Student activity resulted in the two properties. *First*, students become active in learning and *the second*, activeness some students caused an uproar and commotion in the classroom. Thus, during the learning process taking place is not conducive learning atmosphere and the teacher should frequently remind about attitude of their students.

In addition, the program of international class in this school has devolved continuously. Starting from the achievement of grade A* (A Star) by students of international class till image promotion as superior class with international quality. However, some time ago, the program which has been running for about 8 years old have found some problems. Starting from the attitude of some international class students, the number of 10% -20% of international class of students who have continuing their studies to overseas until the students who do not pass the examination in academic year 2009/2010. While, the external dynamics related to social jealousy among the citizens of SMA N 70 Jakarta. Those are related differences in salaries earned international teachers and regular teachers, also differences in the presence of teachers. As we know, the international classroom teachers come to school only at school hours only, while other teachers have to come every day to school. In addition, most teachers of international class come from non-educational backgrounds. Those changed views of citizens of the school, which had been providing superior image, now seen as an international class of the class mediocrity.

The dynamics in the international class is caused by two factors, namely internal and external factors. Internal factors include student characteristics, patterns of teaching and teachers, the curriculum used, and the interaction between students and teachers into the internal part of the international class. Meanwhile, the existence of an international-class programs that impact on regular programs and CIBI also regular teachers, becoming part of external factors, vice versa. Another thing to be trigger of changes in the international class is the use of the Cambridge curriculum. Use of the Cambridge curriculum becomes a rational choice. The Cambridge curriculum has been recognized internationally, students who followed the learning by using the curriculum can be accepted at universities in the world.