

CHAPTER 1

INTRODUCTION

1.1 Research Background

Curriculum integrations make learning more meaningful for students. Learning becomes more relevant when students encounter different approaches to each subject. In Indonesia, the government regulates curriculum usage in primary, secondary, and high schools, as the formal education institutions, in two categories: schools with the national curriculum and schools with a mixed curriculum known as *Satuan Pendidikan Kerjasama* (Educational Cooperation Unit) or SPK school. National private institutes or educational foundations integrated the curriculums to fulfil the high demand for international education, especially in urban areas. They registered their schools as *SPK* under the Ministry of Education and Culture (2014). *SPK* became the best option for middle-high families to give their children a better chance since the International Schools have limited seats yet are pretty expensive, and they have low confidence in the quality of public schools.

Due to the escalating trend of globalization, there has been a notable surge in the establishment of international schools, such as SPK schools. This phenomenon is not limited to Indonesia alone; it is also occurring at a brisk pace globally, particularly in the Southeast Asian area. According to data from ISC Research (ISC Research, 2022), the Southeast Asian region has witnessed a remarkable 23% rise in student enrolment in international schools over the past five years, escalating from 540,000 students in January 2018 to 663,800 in January

2023. Additionally, the total count of international schools in this sub-region has grown by 21% during the same period, ascending from 1,600 to 1,940 schools. Concurrently, student enrolment has seen a 16% growth, surging from 503,100 students in 2017 to 585,300. Indonesia, Malaysia, Vietnam, Thailand, and Singapore are prominent countries hosting many international schools. (ISC Research, 2023).

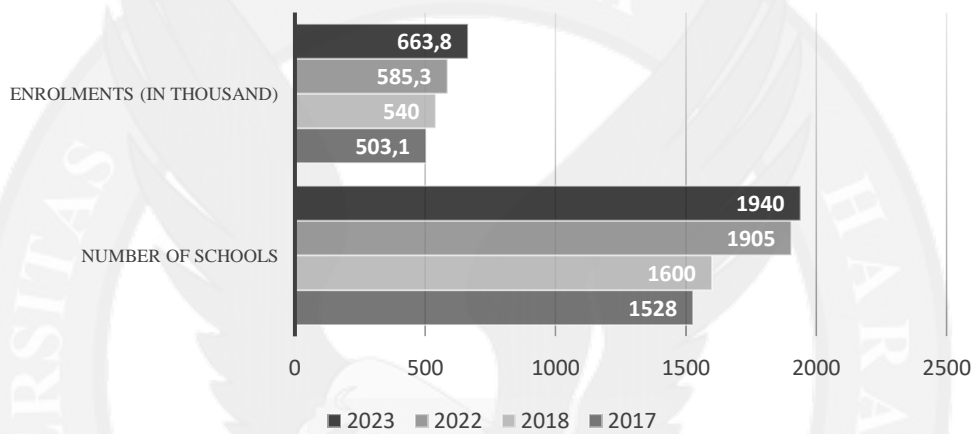


Figure 1.1 International School Growth in South-Eastern Asia

(Source: ISC Research, 2023)

According to ISC Research (2022), several factors contribute to the increased demand for international schools. The primary drivers include the quality of higher education opportunities, curriculum offerings, school location, and its comprehensive approach to education, all of which have been identified as the most significant factors generating inquiries for admissions. Additionally, attributes such as life skills development, the school's reputation or prestige, and the facilities' quality were highly valued. These aspects were more influential than pricing, co-curricular activities, and technological offerings.

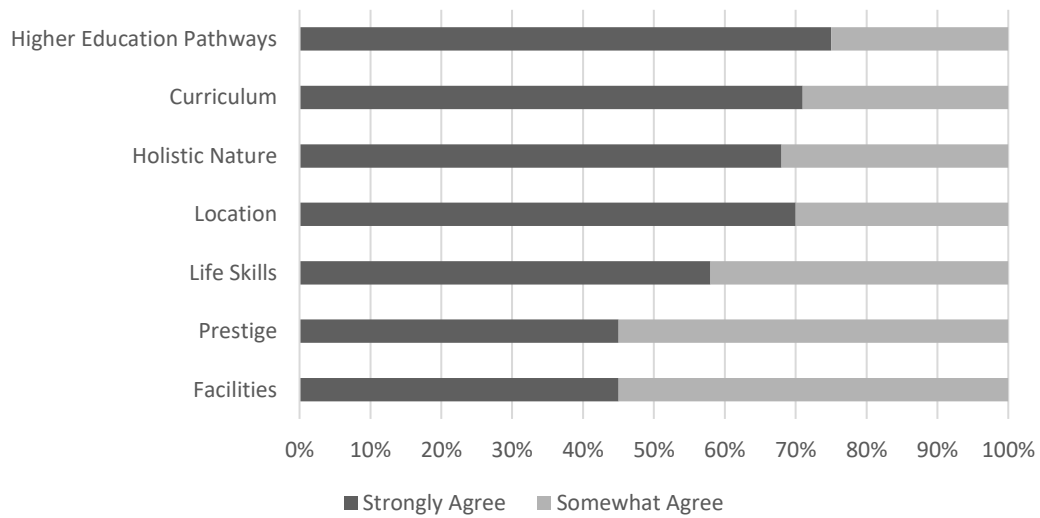


Figure 1.2 Influential Factors International Schools Enrolment
(Source: ISC Research, 2022)

Indonesian parents have become obsessed with the need for their children to be fluent in foreign languages (Breidenstein et al., 2017). For them, choosing a mixed-curriculum school means their child can learn that language as early as possible. Moreover, parents put their children in a mixed-curricular school to gain globally-recognised qualifications, such as the International Baccalaureate Diploma Programme or A levels. Their children with those qualifications could earn a place at a reputable university in first-world countries, and afterwards, pursuing a global career becomes possible. Nonetheless, the quality of education is supposedly the main reason parents select a mixed-curricular school over the national curriculum school (ISC Research, 2021). By possessing more significant capital, SPK schools could provide expert educators or internationally licensed teachers from first-world countries, such as the United Kingdom, the United States,

and Australia. However, the study results imply that SPK schools did not generally perform better than national schools.

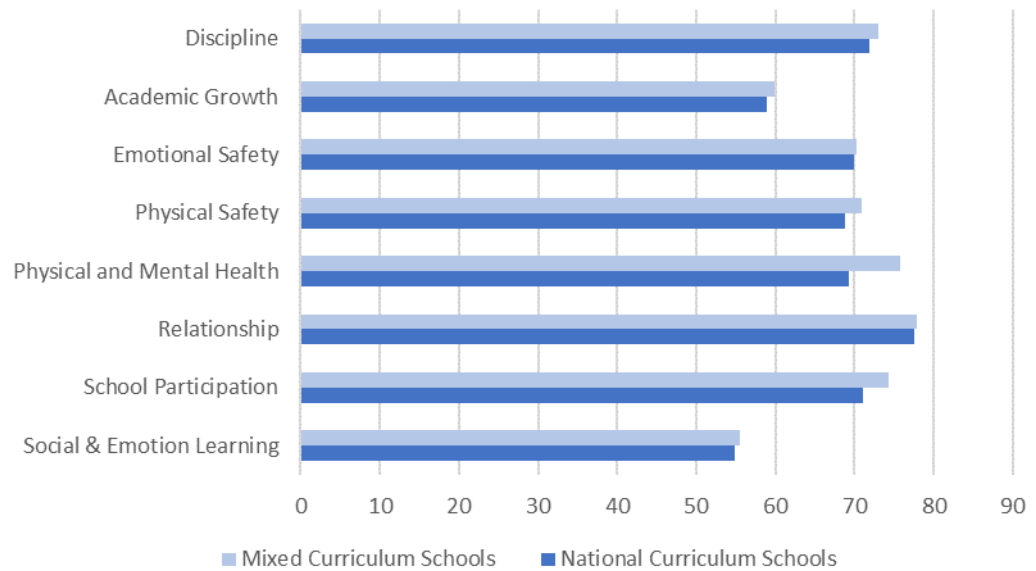


Figure 1.3 The Performance of Mixed Curriculum and National Curriculum Schools.

(Source: Akuba et al., 2021)

According to the prior research, considering the eight factors in the school performance model, schools in Jakarta, including SPK, could not show better performance (Figure 1.3). Whether a school uses a mixed or national curriculum, the curriculum types do not affect their performance. This finding reinforced the results of some previous studies. For example, no evidence exists that Social-Emotional Learning has been applied entirely in the Jakarta schools (D. Rahmawati, 2019). Moreover, according to a study of 452 eighth-grade kids under 15 in Jakarta junior high schools, students received insufficient social and mental health support from their schools (Triana et al., 2019). Additionally, according to a study involving

723 Senior High School students from five Jakarta administrative districts as samples, many programs have been adopted to combat bullying; however, they are currently ineffective (S. Rahmawati, 2020).

The result shows that enrolment proliferates in a half-decade period as expected, but academic achievement remains below expectation; for example, 55 percent of 15-years were functionally illiterate (The World Bank, 2018). Five years after the independence, 25 years and more senior Indonesian citizens had less than two years of schooling on average. As an outcome of several policies to enhance school attainment, school years improved to 4 years by 1999 and doubled to 8 years by 2015 (Figure 1.4). Based on that, the quality of a public school seems left wanting by the government as they succeeded in increasing accessibility rather than improving the quality. Yet, Indonesia still holds fewer years of schooling than other Southeast Asian countries, such as Singapore, Malaysia, and Thailand. Indonesia has been registered and participated in international tests, such as Harmonized Learning Outcomes, to measure student learning. Student learning improved over the past 27 years before losing ground in 2000 until 2010 (Figure 1.4).

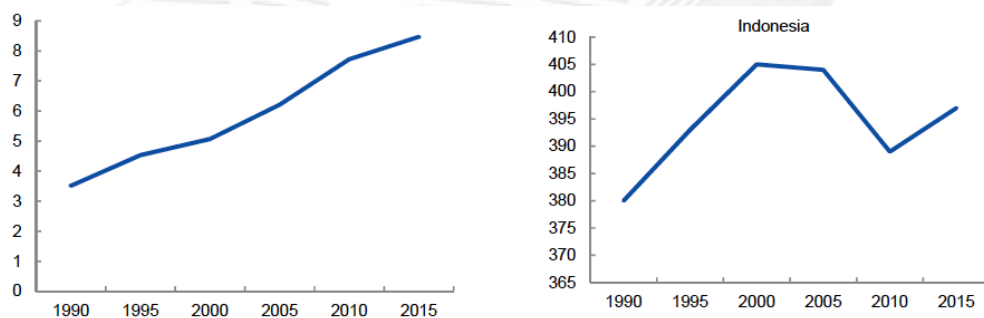


Figure 1.4 The average years of schooling in Indonesia (left) and the harmonised learning outcome index; the quality had a setback (right).

(Sources: Altinok et al., 2018; Barro & Lee, 2013)

Starting in 2019, the Ministry of Education, Culture, Research, and Technology (MoECRT) of Indonesia has initiated a significant transformational process to confront the obstacles present in the country's educational sector. Utilizing the concept of *Merdeka Belajar*, or Emancipated Learning, the government has implemented a national curriculum with a targeted approach and formulated a series of policies to address fundamental challenges (C. Wang et al., 2023). Compared to the former curriculum, *Kurikulum 2013*, the Emancipated Curriculum is considered more flexible, allowing it to be adjusted to school conditions. It provides personalized learning experiences tailored to students' needs and learning pace. Moreover, it emphasizes depth of engagement over breadth of comprehension and aims to develop character and soft skills responsive to global demands. Project-based learning is highlighted to encourage critical thinking and interdisciplinary problem-solving skills. The reform delegates authority to schools with the principles of flexibility and collaboration, aiming to encourage innovation and initiative (Anggraena et al., 2022).

After three years of trials, the MoECRT finally established the Merdeka Curriculum as the national curriculum in 2024. Indonesia consistently aims to enhance its education standards by revising the curriculum. The country frequently updates its educational framework, primarily driven to enhance human capital to compete globally (World Bank, 2020). Erik Hanushek (1986) claimed that increasing the quality of human capital, as measured by the development of cognitive skills, has a more significant impact on economic growth than increasing

the number of years of schooling and degrees awarded. Hanushek's evaluations of educational quality were based on a set of cognitive skills assessments, such as PISA, that could be analysed nationally and compared internationally.

On the other hand, James Heckman has criticised the types of academic achievement testing on which PISA is focused, claiming that it fails to capture non-cognitive skills such as teachable personality traits and characters, which are valued in the job market, school, and a variety of other settings (Schanzenbach et al., 2016). Heckman also contends that noncognitive skills are more adaptable than cognitive skills. Thus, he concludes that the noncognitive dimensions of human capital development should focus on the educational system (Kuzminov et al., 2019).

Most education systems are still reluctant to adopt new ideas in human capital theory, whether from Erik Hanushek's studies on the importance of cognitive skills or James Heckman's focus on non-cognitive personality qualities. Despite advances in official schooling statistics, the lack of dynamism in building the critical aspects of human capital is reflected in poor growth rates and socioeconomic progress (Kuzminov et al., 2019). Indonesia has made significant education policy changes to enhance its human capital (The World Bank, 2018). The Ministry of Education and Culture issued a National Assessment policy to replace national exams and national standard school exams and a symbol of a paradigm shift in educational evaluation (Cabinet Secretariat of The Republic of Indonesia, 2020). National Assessment entails a Minimum Competency Assessment (cognitive skills), Character Survey, and Learning Environment Survey (non-cognitive skills). This transformation is necessary to enhance human

capital at the national level, or Indonesia will be left decades behind in the global competition.

Regulating the international curricula through SPK schools could be an excellent strategy to tackle the demands of globalisation and modernisation. Still, fostering nationalism is undisputed. Consequently, *SPK* schools should use a national curriculum to run their learning and teaching activities. That practice was mandatory by the regulation *Permendikbud* No. 31 in 2014. However, SPK schools can combine the national curriculum with another curriculum, such as the Cambridge Curriculum, International Baccalaureate (I.B.), or self-tailored curriculum. In 2020, 219 Cambridge and 33 I.B. Schools were registered in Indonesia. In this study, they are called schools with a mixed curriculum.

The government must regularly assess mixed curriculum schools to maintain their SPK licenses. Failing to pass the assessment or accreditation criteria could cost the privilege of using an international curriculum. Depriving the school of a mixed curriculum would damage the value of the school in business. Besides the national accreditation, SPK schools must also sustain their licenses from the International Curriculum. For example, the Cambridge Assessment International Education representative should frequently assess Cambridge School. Therefore, SPK schools should uphold the quality of both curriculums for their existence. Nevertheless, managing two types of curricula with different objectives is not easy.

Successful implementation of a mixed curriculum needs an effective strategy to reflect the school's values and educational objectives the school wants to accomplish. In one respect, integration curriculum planning involves designing

a balanced programme based on what the school delivers most. Schools should affect prioritisation since they are often interested in adding more material to the curriculum with the proper motives of inserting as much learning, lesson, or subjects as possible. This issue has no simple answer to how much or what to include. Families have different expectations of education and social norms. Also, the government has regulations limiting the available options, so what might be considered an overloaded curriculum will differ in every context. Likewise, SPK schools must measure the balance and load when they compose a mixed curriculum. Running a dual curriculum could create an excessive workload and a high-stress level for teachers and students.

In practical terms, substantial evidence suggests that teachers have developed practical methods for dealing with situations where students have limited proficiency in the official language of instruction, similar to international school settings. One of these approaches involves alternating between languages, commonly known as code-switching (Ferguson, 2003). Code-switching (CS) holds significance in discussions regarding written text and in a teacher's commentary on, as well as their annotations of, the meaning of these texts. CS is valuable in classroom management discourse and interpersonal interactions and is beneficial for accessing the curriculum. Code-switching for curriculum access focuses on delivering curriculum content to aid students in comprehending the subject matter and engaging in classroom activities. Beyond assisting students in learning and participation, teachers also utilize code-switching to manage the classroom (Ferguson, 2003).

Code-switching at the organizational level aids in managing diverse knowledge sources, such as mixed curriculum. Applying sociolinguistic theory can enhance our understanding of organizational code-switching. In a multilanguage community, such as SPK schools, language choice is context-driven, with students and teachers using code-switching to achieve specific goals, like clarifying curriculum content. In summary, code-switching at the organizational level can enhance a school's effectiveness in managing curriculum knowledge and improve its performance.

1.2 Research Gap

The lack of studies about mixed curriculum or SPK schools in education research creates blind areas in investigating the effect of integrated curriculum on school quality, especially in developing countries. Like a business unit, SPK school must enhance its performance to maintain market value in the eyes of its stakeholders and parents of potential students (Abdulkadiroglu et al., 2017; MacLeod & Urquiola, 2019). Therefore, SPK schools should demonstrate appropriate knowledge assets and accountability in supporting a defined applying curriculum. Assets like curriculum and competencies are intangible, so they can neither be easily measured nor managed. However, prior studies suggested using a knowledge management framework to evaluate curriculum (Chu, 2016; Mitri, 2016; Tarnekar, 2014; Upadhyay & Paul, 2019).

Elements of knowledge management can be drawn into existing or potential education markets to run through obstacles, regulations, and limitations. Hence, knowledge management can help develop dynamic pedagogy for SPK schools that

automatically evolves based on the needs of the students through knowledge assimilation and knowledge transfer (Upadhyay & Paul, 2019). In the context of curriculum management, school knowledge management can be conceptualised as strategic management practices that support school management and teachers in weighing and acquiring the curriculum to plan and deliver practical teaching activities (Cheng, 2017). In addition, curriculum-knowledge management might promote a mutual understanding among teachers of the school regulation and lesson practices and the influence and accountability within the school hierarchy to empower teachers to teach and collaborate effectively with required knowledge from the national curriculum and international curriculum (Tarnekar, 2014).

Several studies suggested that firms could achieve higher performance and competitiveness by exploiting the knowledge that they already possess (Q. Cao et al., 2009; Du et al., 2013), likewise in educational institutions (Bhatti et al., 2020; Kok Keat & Lin, 2018; Rahmad et al., 2014; Santoro et al., 2019). However, the research gap showed (see Table 1.1) that knowledge management practices are not always congruent with the increment of firm performance. Some studies have found that knowledge management had no significant impact on organisational performance (Akhavan et al., 2014; Ferraresi et al., 2012; Tseng, 2016).

Table 0.1 Research Gap Summary

Research Gap	Finding	Reference	Method
Discrepancy research findings of the effect of knowledge management on organisation performance	Positively significant	Rahmad et al. (2014)	Regression
		Santoro et al. (2019)	SEM
		Bhatti et al. (2020)	Regression
	Not significant	Ferraresi et al. (2012)	SEM
Akhavan et al. (2014)		SEM	

Source: literature review

The inconsistency of knowledge management's impact on organisational performance might have occurred because most prior studies have not provided clear direction regarding what specific part of knowledge management processes is expected to have significant effects. Therefore, further research into the interactions among curriculum-knowledge processes and between these processes and organisational performance. Such inclusive frameworks are more helpful in addressing practical dressing issues that imply knowledge management affecting organisational performance. In response, this study develops and examines an integrated model that addresses the interrelationships among the three knowledge management processes: knowledge acquisition, integration, and application (Dahiyat, 2015). This model is expected to offer alternative practical guidance for educational organisations on a brighter perspective about the characters of relationships and effects among these three vital constructs, closing the gap of such knowledge management process in supporting organisation performance.

1.3 Research Problem

Many studies have addressed the importance of knowledge management outcomes. However, significant judgment and research on the influence of sociolinguistic and sensemaking skills on knowledge management processes on organisational performance is lacking in the literature and knowledge management practice in an educational context. This presents another gap that this study intends to bridge with a new synthesised practice theory from sociolinguistic and

sensemaking theory, organisational code-switching. This study outlines a complete understanding of the integrative knowledge-based theory approach of mixed curriculum management and school performance by proposing a model that features organisational code-switching as the mediator of the relationship between mixed-curriculum management and school performance. Research problems must be limited for the study to be more focused and directed, as follows:

- 1) Examine the impact of curriculum acquisition management on driving and improving curriculum integration management.
- 2) Examine the impact of curriculum acquisition management on driving and improving curriculum application management.
- 3) Examine the impact of curriculum integration management on driving and improving curriculum application management.
- 4) Examine the impact of curriculum acquisition management on driving and improving organisational code-switching.
- 5) Examine the impact of curriculum integration management on driving and improving organisational code-switching.
- 6) Examine the impact of curriculum application management on driving and improving organisational code-switching.
- 7) Examine the impact of curriculum acquisition management on driving and improving school performance.
- 8) Examine the impact of curriculum integration management on driving and improving school performance.

- 9) Examine the impact of curriculum application management on driving and improving school performance.
- 10) Examine the impact of organisational code-switching on driving and improving school performance.

1.4 Research Question

Based on the background description of problems, research gaps, and research problems, the study is expected to answer research questions about whether it is necessary to enhance school performance with curriculum acquisition management, curriculum integration management, curriculum application management and organisational code-switching.

Therefore, the following research questions are formulated:

- 1) Does curriculum acquisition management positively affect curriculum integration in SPK schools?
- 2) Does curriculum acquisition management positively affect curriculum application in SPK schools?
- 3) Does curriculum integration management positively affect curriculum application in SPK schools?
- 4) Does curriculum acquisition management affect organisational code-switching in SPK schools?
- 5) Does curriculum integration management affect organisational code-switching in SPK schools?
- 6) Does curriculum application management affect organisational code-switching in SPK schools?

- 7) Does curriculum acquisition management positively affect the performance of SPK schools?
- 8) Does curriculum integration management positively affect the performance of SPK schools?
- 9) Does curriculum application management positively affect the performance of SPK schools?
- 10) Does organisational code-switching affect the performance of SPK schools?

1.5 Research Objective

This study aims to establish new concepts of organisational code-switching and enable interactions among curriculum management variables to improve SPK school performance in Jakarta, Indonesia.

The specific objectives of the study are:

- 1) Analyse and evaluate to what extent the effect of curriculum acquisition management on curriculum integration in SPK schools.
- 2) Analyse and evaluate to what extent the effect of curriculum acquisition management on curriculum application in SPK schools.
- 3) Analyse and evaluate to what extent the effect of curriculum integration management on curriculum application in SPK schools.
- 4) Analyse and evaluate to what extent the effect of curriculum acquisition management on organisational code-switching in SPK schools.
- 5) Analyse and evaluate to what extent the effect of curriculum integration management on organisational code-switching in SPK schools.

- 6) Analyse and evaluate to what extent the effect of curriculum application management on organisational code-switching in SPK schools.
- 7) Analyse and evaluate to what extent the effect of curriculum acquisition management on the performance of SPK schools.
- 8) Analyse and evaluate to what extent the impact of curriculum integration management on the performance of SPK schools.
- 9) Analyse and evaluate to what extent the effect of curriculum application management on the performance of SPK schools.
- 10) Analyse and evaluate to what extent the effect of organisational code-switching on the performance of SPK schools.

1.6 Research Significance

The significance of this study would be for the government as the educational policymaker, educational institutions, especially SPK schools and curriculum providers. Moreover, this study is expected to yield several significant contributions to the literature. Firstly, improve understanding of knowledge management processes in education, examining how the variables inside the process directly influence school performance. Secondly, this study could contribute by expanding prior research examining the relationship between mixed curriculum management and school performance by analysing the mediating role of organisational code-switching. Thirdly, it aims to provide a study that takes a multidisciplinary perspective, examines curriculum with a knowledge-based approach, and includes sociolinguistic and sensemaking to evaluate school performance factors. Finally, the proposed model was tested empirically. The

findings of this study will be presented, along with the theoretical and managerial implications of the study, its limitations, and suggestions for future research.

1.7 Research Originality

None of the dissertations being or having been studied with the same topic, content, and title as this research, based on the results of searching and checking the literature and correspondence conducted by researchers in several Postgraduate Doctoral Programs for Education, Management, as well as Social Sciences State and Private Universities. School performance is covered in various dissertations and journals, although the studies discussed are not the same as those conducted by academics. The research theme that the researcher will look into is not the same as the study that is being looked into.

1.8 Writing Structure

The framework of writing this dissertation consists of three chapters with the following details:

Chapter I INTRODUCTION

This chapter discusses the background, research gaps, identification of research problems, research questions, research objectives, research significance, research originality and writing structure.

Chapter II LITERATURE REVIEW

The literature study consists of theoretical descriptions of school performance curriculum management. The novelty concept, which is organisational code-switching, conceptual mapping, proposition, grand theoretical model, hypotheses, and research model, is also discussed.

Chapter III RESEARCH METHOD

This chapter contains the research methodology and design and the data collecting, processing, analysis, and interpretation procedures. It also includes questionnaire design, descriptive statistics, data processing with AMOS, reliability testing, convergent validity testing, discriminant validity testing, structural model evaluation, and statistical hypotheses.

Chapter IV DATA ANALYSIS AND DISCUSSION

This chapter discusses the data processing results for respondents whose data has been collected, including descriptive statistical analysis, inferential statistical analysis, and hypothesis testing, as well as a study of the theory on which this research is based.

Chapter V CONCLUSION AND IMPLICATION

This chapter explains the conclusions regarding the research problem, discusses theoretical and managerial research implications, outlines limitations, and offers recommendations for future research to interested parties in this field.