

THE DEVELOPMENT OF “ICARE-MODEL” IN TEACHING ICT IN YUNIOR SECONDARY SCHOOL LEVEL

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ABSTRACT

During the last two decades various efforts have been made by curriculum developers as well as teachers nearly in all countries to reform their education systems and review their existing curriculum policy, curriculum design, implementation, and curriculum evaluation. This paper highlights an instruction innovative approach called “the ICT based-instructional development model” in junior secondary school level. The instruction model was adopted in accordance with ICARE model with five stages : *introduce, connect, apply, reflect, and extend*.

ABSTRACT

During the last two decades various efforts have been made by curriculum developers nearly in all countries in the world to reform their education systems and review their existing curriculum policy, curriculum design, implementation, and curriculum evaluation. This paper highlights the initial steps done by curriculum policy developers in three countries (*Indonesia, Malaysia, and Japan*) in *revitalizing and reforming the vocational school curriculum* to meet with the challenge of changing technological, social, economic, national and global environment.

It also elaborate how curriculum developers in 3 countries make decision in curriculum design, policy, implementation, and evaluation regarding to overall approach to curriculum design as well as to the subject areas that will be implemented in vocational schools.

This paper is mainly developed and written based on literature study taken from various sources and research publication on education and curriculum.

The purpose of this paper are : (i) to have degree of appreciation of similarities and differences among 3 countries in efforting the revitalization of vocational school curriculum development; (ii) to identify general trends and unique features as well as indigenous aspects in developing vocational school curriculum among 3 countries; (iii) to brief

cross-nationally analyse of each educational system and other related matters in reforming vocational school curriculum among three countries.

The result of this paper is to have mutual understanding and degree of appreciation of similarities and differences among 3 countries in efforting the revitalization of vocational school curriculum development. On the other side, in addition, the purpose of study is to gain cross-nationally analyse of each educational system in reforming vocational school curriculum.

Through a research and development approach and taking into account the results of prasurevey conducted at school levels. ICARE base- ICT instructional model exerts positive effects and can be developed as a more meaningful and joyful ICT learning model. Based on statistical testing at 0,05 (95% significance level) and pretest and posttest score comparison, the study proves ICARE model influences the mastery of instructional materials. Validation test at the same significance level shows that in urban, semi-urban, and rural schools ICARE based- ICT learning model is much more effective than existing model currently used by the teachers.

he theory to propose is that ICARE based-ICT learning model is effective in organizing more contextual learning processes, oriented to life skills, and characterizes active, creative and joyful learning.

The implication of study is that educational stakeholders should consistently bring forward the provision of quality of education for young generation in accountable, transparent, and partisipatory manner. Teachers, principals, and superintendents should view school level curriculum a challenge and chance to do the best as *frontline providers* in fasilitating students learning experience.

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