

The 2013 Curriculum Equivalency Education Package C



The Ministry of Education and Culture
Directorate General of Early Childhood and Community Education
Directorate of Literacy and Equivalency Education Development
2019

TABLE OF CONTENT

FOREWORD

Directorate General of Early Childhood and Community Education

Table of Content	2
Foreword of Directorate General of Early Childhood and Community Education	3
Preface of Center for Curriculum and Textbook	4
Curriculum Structure of Equivalency Education Package C	5
Pancasila and Civic Education.....	11
Indonesian Language.....	19
Mathematics	25
History of Indonesia.....	31
English.....	37
Specialization of Mathematics	45
Biology.....	51
Physics	57
Chemistry	63
Geography	69
Specialization of History	75
Sociology.....	81
Economics.....	87
Indonesian Language and Literature.....	93
English Language and Literature	99
Arabic	107
Mandarin	113
Japanese Language.....	119
Korean Language.....	125
Germany Language	131
French Language	137
Anthropology	143
Art and Culture.....	155
Sport and Recreation Education.....	163
Craft and Entrepreneurship.....	169

The 1945 Constitution of Indonesia, article 31, clause (1), states that every citizen shall have the fundamental right to education. The government is responsible to provide equal education opportunities to all citizens with no exception. It includes those who for various reasons cannot attend formal schools. They may have the opportunity to get education through equivalency education.

The equivalency education functions as part of national non-formal education aimed to develop students' potential by emphasizing the mastery of academic knowledge and functional skills also to develop professional attitude and personality. The main purposes of the equivalency education are: (1) to ensure the completion of quality basic education for unfortunate learners (school dropout and never been to school), especially girl, ethnic minority and children who live in isolated areas, poor, or unreachable areas due to the geographies location and / or the lacking of transportation; (2) to ensure the fulfillment of education needs for all young and adult students through an equal access of study programs and life skills; (3) to erase gender inequality in primary and junior secondary education; (4) to serve the learners who need academic education and skills or life skills to elevate their life quality; (5) to develop technology and advancement in all aspects.

The functions and objectives of equivalency education have remained relevant since the number of dropouts within and between levels of education are still high; there are still numbers of unemployed and half unemployed, especially young age from time to time; there are also outer, outermost (border) and lagging areas which is known as 3T areas as the consequences

of geographical conditions and the imbalance level of development progress in Indonesia; and several areas are prone to natural disasters and conflicts.

The equivalency education curriculum is developed based on the Regulation of the Minister of Education and Culture No.24 of 2016 on Core and Basic Competencies of Primary and Secondary Education. The core and basic competencies shall be adjusted to equivalency education context and the everyday life functionality. The contextualization and the functionality will not decrease the competency degree that has been specified in the primary and secondary curriculum. The equivalency education curriculum consists of; the Equivalency Education Curriculum of Package A, the Equivalency Education Curriculum of Package B, and the Equivalency Education Curriculum of Package C, which developed by Directorate General of Early Childhood and Community Education, Center for Curriculum and Textbook, Minister of Education and Culture along with academicians and equivalency education practitioners.

We do hope that Equivalency Education Curriculum will be useful as guidance for all related parties along with the equivalency education organizers.

Jakarta, November 2017

Director General

Harris Iskandar

NIP. 196204291986011001



The Head of Center for Curriculum and Textbook (Puskurbuk), Agency of Research and Development

In order to adjust the dynamics of local, national, and global community development to realize the functions and objectives of national education and to improve the quality and competitiveness of the nation, the government has reorganized the curriculum by issuing the Regulation of the Minister of Education and Culture No.24 of 2016 on the core and basic learning competencies of curriculum 2013 especially in primary and secondary level.

The equivalency education is a non-formal education program that organizes general education programs of Package A equivalent to primary school (SD/MI), Package B equivalent to junior secondary school (SMP/MTs), and Package C equivalent to senior secondary school (SMA/MA). To ensure the quality of equivalency education graduates is equivalent to formal education, the development of equivalency education curriculum is carried out by referring to and through the contextualization of core and basic competencies of the formal education curriculum and being adapted to problems, challenges, needs and characteristics of the equivalency education. The contextualization includes conceptualization, material details, clarity of scope, description of operational verbs, and sentence formulations so they are easily taught by educators (teachable), easy to learn by learners (learnable); measurable achievement; and meaningful and relevant for learning (worth to learn) by learners.

The principle and the strategy of the equivalency education curriculum development are to ensure

the basic competency of the equivalency education is equivalent to that of formal education; to make formulation or competency description more operational; and to give special emphasis on competency to meet the expected needs, so that the equivalency education can be an alternative education to solve the existing problem and also to enhance the education quality and development.

After going through several stages of contextualization workshops, review and validation of the curriculum, this equivalency education curriculum was declared in accordance with the standards of graduate competency and content standards of primary and secondary education.

We would like to thank the Directorate of Literacy and Equivalency Education Cultivation and Directorate General of Early Childhood and Community Education which have given opportunity for Puskurbuk, universities, tutors, supervisors, educators, teacher, education institution organizer, and other related parties to actively involved in doing validation, review and giving input for the purpose of developing and refining this curriculum of equivalency education.

The Head of Center for Curriculum and Textbook (Puskurbuk)
Agency of Research and Development, MoEC

Dr. AwaluddinTjalla
NIP. 1960111219853031001

The Curriculum Structure The Equivalency Education Package C

Package C Curriculum Structure is the composition of subjects and study load—expressed in Competency Credit Unit (*Satuan Kredit Kompetensi*; SKK)—that must be taken by learners during learning activities.

The formulation of the curriculum for the equivalency education refers to the core and basic competencies of primary and secondary level (the Regulation of the Minister of Education and Culture No.24 of 2016). The core and the basic competencies have been contextualized and functionalized without diminishing the validity of the existing competency quality and standard. In the specific cases of religion and moral education, the primary and secondary curricula stipulated by the Minister of Education and Culture (MoEC) of the Republic of Indonesia will be used.

In addition to the formulation of curricular competencies, the implementation of the 2013 Curriculum on equivalency education also ensures that the learning process is centered on students.

Learning is not focused solely on conceptual knowledge, on textbooks, and does not only use written language. Instead the 2013 curriculum on equality education applies the Competency Based Learning approach, Contextual Based Learning, Problem Based Learning, and / or Experimental Learning which is more in line with human learning processes naturally in the real world and in non-formal education. It is in accordance with the objective of equivalency education curriculum structure that is to attain graduate competency standards in accordance with the Regulation of the Minister of Education and Culture (Permendikbud) No.20 of 2016 with the orientation of developing workmanship to achieve functional skills that are characteristic of equivalency education program. The characteristic is as follow:

1. Package A: to have life skills.
2. Package B: to have relevant skills to enter the workforce.
3. Package C: to have entrepreneurship skills.



The Curriculum Structure of Equivalency Education Program consists of general, specialization, and special group subjects.

1. The general group consists of subjects that refer to formal education standard pursuant to the Regulation of the Minister of Education and Culture No.21 of 2016 on the Content Standard that is developed by the Ministry and are compulsory subjects for all learners.
2. The specialization group consists of subjects based on the interests of learners. There are 3 choices in this group, namely: Specialization in Mathematics and Natural Sciences, Specialization in Social Sciences, and Specialization in Language and Culture.

3. The special group consists of empowerment and skills.
 - a. Empowerment contains competency to foster empowerment, self-esteem, and confidence, so that learners are able to be independent and creative in community life. Coherent materials to reach this competency can include: self-development, capacity building to support the skills chosen by learners.
 - b. Skills are given based on the existing local resources potential variety, the needs of the learners and the available work opportunity so that the learners are able to actualize independency, autonomy, freedom and creativity and also to be actively productive. The skills comprise of:
 - Art and culture to shape the learners into human beings who have a sense of art and cultural understanding.
 - Sport and recreation education to shape the learners to be physically

and mentally healthy, and foster sportsmanship.

- Craft to shape the learners into human beings who have occupational and vocational skills.

Those are compulsory content skills, but for the deepening or specialization will be based on the learners' choice. They can choose one of the skills according to potential, needs, local wisdom and characteristic. Expertise skills for Package C are divided into 2 choices, namely non certification and certification. For expertise skills in certification program, it requires competency testing by the right institutions at the end of the program. Allocation of Competency Credit Unit in curriculum structure for structured / certified skills is an allocation of time for mastering knowledge and study load requirements for practices that are tailored to the type of skills taken and regulated by the certification institution.

- c. The learning strategies and approaches can be designed based on thematic-integrated or subject-based approaches in accordance to the character and needs of equivalency education and learners.
- d. Levels of equivalency education are as follows:
 - 1) The content and competencies in Level 5 is equivalent to grade X – XI at the formal education level
 - 2) The content and competencies in Level 6 is equivalent to grades XII at the formal education level

The study load that every learner should accomplished during learning process through face-to-face class interaction, tutorial, or self-learning is expressed in Competency Credit Unit (SKK). One SKK is one competency unit that should be achieved through one hour face-to-face class interaction or 2 hours tutorial learning or 3 hours independent learning or combination of three parts proportionally. The allocation of 1 hour is equal to 45 minutes for Package C.



The structure of subject distribution of Package C program is presented in the following table.

Table 1. The Curriculum Structure of Package C

Subjects	Competency Credit Unit (SKK)					
	Level 5/ Advanced Degree 1 Equivalent to Grade X – XI	Level 6/ Advanced Degree 2 Equivalent to Grade XII	Total			
General Group						
1. Religious and Moral Education	26	14	40			
2. Pancasila and Civic Education						
3. Indonesian Language						
4. Mathematics						
5. History of Indonesia						
6. English						
Specialization in Mathematics and Natural Science						
7. Mathematics	31	35	66			
8. Biology						
9. Physics						
10. Chemistry						
Specialization in Social Sciences						
11. Geography						
12. History						
13. Sociology						
14. Economic						
Specialization in the Science of Language and Culture						
15. Indonesian Language & Literature						
16. English Language & Literature						
17. Other foreign languages (Arabic, Mandarin, Japanese, Korean, Germany, French)						
18. Anthropology						
Special Group						
19. Empowerment	24	13	37			
20. Skills: Structured/Certified Functional						
Total	80	42	122			

Remarks:

- General group contains subjects that refer to formal education standards pursuant to the Regulation of the Minister of Education and Culture No. 21 of 2016 on the Content Standard developed by the Ministry. The subjects in this group are compulsory for all learners.
- The curriculum for Religious subject is not contextualized and functionalized, but fully follows the basic and secondary education curriculum established by the Minister of Education and Culture of the Republic of Indonesia.
- The specialization group consists of specialization in social science, specialization in natural science, and specialization in language.
- The special group consists of subjects that are developed according to the needs and characteristics of equivalency education, namely:
 - Empowerment contains materials to foster empowerment, self-esteem, and confidence so that students are able to be independent and creative in community life. The materials provided were in the form of self-development and capacity building to support the types of skills chosen by students.
 - Skills encompass the content of choice skills in the form of functional skills or structured skills.



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



PANCASILA AND CIVIC EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Pancasila and Civic Education

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge.

It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

As in formal education, the curriculum development of the Pancasila and Civic Education (PPKn) aims to shape the characters' of learners who are able to contribute and solutions to the multidimensional crisis. The mission of the PPKn subject is to develop the civilization of Pancasila that is able to cultivate and empower learners to be smart and good citizens and to become the nation's future leaders who are trustworthy, honest, intelligent and responsible. Additionally, in the context of global life, PPKn subjects also equip students to live as global citizens with Pancasila values and morals according to the dynamics of 21st century life.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process. In accordance with Government Regulation number 32 of 2013, Article 77 J Paragraph (1), letter b, it is affirmed that Civic Education is intended to form students into human beings who have a sense of nationality and love for the country in the context of Pancasila values and morals, aware of and implement The 1945 Constitution of Republic of Indonesia, have the value and spirit of Unity in Diversity, and commit to the Unitary State of the Republic of Indonesia.

In general, the aim of PPKn subjects at the elementary and secondary education level is to develop the potential citizenship of learners, namely: (1) citizenship attitudes including civic confidence, civic commitment, and civic responsibility; (2) citizenship knowledge; (3) citizenship skills including civic competence and civic participation.

Specifically the purpose of the PPKn which contains the aforementioned dimensions is intended for learners to be able to:

1. Display characteristics that reflect appreciation, understanding, and practice of Pancasila values and morals in personal and social contexts;
2. Have a constitutional commitment supported by a positive attitude and a full understanding of the 1945 Constitution
3. Think critically, rationally and creatively and have a spirit of nationalism and love for the land that is inspired by the values of Pancasila, the 1945 Constitution, the spirit of Unity in Diversity, and the commitment of the Unitary State of the Republic of Indonesia; and

4. Participate actively, intelligently, and responsibly as members of the community according to their dignity as creatures of Almighty God who live together in various socio-cultural settings.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Pancasila and Civic Education in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of PPKn subject in equality education is based on the following aspects:

1. Pancasila (Five Principles), as the basis of the state, ideology, and outlook on the nation
2. The 1945 Constitution as a written basic law which constitutes the constitutional basis of life in the community, nation and state.
3. The Unitary State of the Republic of Indonesia, as a final agreement in the form of the State of the Republic of Indonesia
4. Unity in diversity, as a form of unity philosophy that underlies and colors the diversity of society and nation life.
5. The scope of the materials for Level V equivalent to grade X-XI and Level VI equivalent to grade XII is in accordance with the following aspects:

NO	SCOPE	LEVEL V EQUIVALENT TO GRADES X-XI	LEVEL VI EQUIVALENT TO GRADES XII
1.	Pancasila	<ul style="list-style-type: none"> • Pancasila values within the framework of the practice of administering state government • Cases of human rights violation in the perspective of Pancasila 	<ul style="list-style-type: none"> • Cases of rights violation and denial of citizens' obligations
2.	The 1945 Constitution	<ul style="list-style-type: none"> • Provisions of the 1945 Constitution of the Republic of Indonesia governing the territory of the country, citizens and population, religion and beliefs as well as defense and security • The authority of state institutions according to the 1945 Constitution of the Republic of Indonesia • Structural and functional relations of central and regional governments according to the 1945 Constitution of the Republic of Indonesia • The system and dynamics of Pancasila democracy in accordance with the 1945 Constitution of the Republic of Indonesia • Legal and judicial system in Indonesia in accordance with the 1945 Constitution of the Republic of Indonesia • The dynamic role of Indonesia in world peace in accordance with the 1945 Constitution of the Republic of Indonesia 	<ul style="list-style-type: none"> • Law protection and enforcement in the community to ensure justice and peace
3.	'Bhinneka Tunggal Ika' (Unity in Diversity)	<ul style="list-style-type: none"> • The forming factors of national integration in the framework of Unity of Diversity • Indicators of threats to the state and the settlement efforts in the field of ideology, politic, economic, social, culture and defense in the framework of Unity of Diversity • Cases of threats against the field of ideology, politic, economic, social, culture and defense in the framework of Unity of Diversity 	<ul style="list-style-type: none"> • The positive and negative influences of science and technology on the state in the framework of Unity in Diversity
4.	The Unitary State of Indonesia	<ul style="list-style-type: none"> • The importance of 'Wawasan Nusantara' (Indonesian archipelagic vision) in the contexts of The Unitary State of Indonesia • The driving and inhibiting factors of unity and integrity in The Unitary State of Indonesia 	<ul style="list-style-type: none"> • The dynamics of national unity and integrity as an effort to maintain and defend The Unitary State of Indonesia

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done

so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or

competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
SPIRITUAL ATTITUDE	SOCIAL ATTITUDE
1. Living up to the teachings of the adhered religion	2. Being honest, disciplined, responsible, caring (working together, cooperating, tolerant, peace), polite, responsive and proactive as part of solution for various problems in interacting effectively with social and natural environment and positioning oneself as a reflection of the nation in world relations
1.1 Being grateful for the values of Pancasila in the practice of state governance as a form of devotion to the Almighty God	2.1 Demonstrating mutual cooperation as a form of application of Pancasila values in the life of the people and of the nation
1.2 Appreciating human rights on the basis of Pancasila perspective as the Almighty God's grace	2.2 Being care about human rights on the basis of Pancasila perspective in the life of the people and of the nation.
1.3 Accepting the provision of the 1945 Constitution governing the state territory, citizen and population, religion and beliefs, defense and security as an expression of gratitude for the Almighty God	2.3 Being care about the implementation of the provision of the 1945 Constitution governing the state territory, citizen and population, religion and beliefs, defense and security
1.4 Appreciating divine values in the Pancasila democracy in accordance with the 1945 Constitution	2.4 Being polite in the implementation of Pancasila democracy in accordance with the 1945 Constitution
1.5 Appreciating values related to the functions and authority of state institutions according to the 1945 Constitution as an expression of faith and devotion	2.5 Being care about institutions in educational unit as a reflection of state institutions
1.6 Being grateful for the values in legal and judicial system in Indonesia in accordance with the 1945 Constitution as an expression of devotion to the Almighty God	2.6 Demonstrating discipline towards rules as a reflection of the legal and judicial system in Indonesia
1.7 Respecting the relationship between the central and regional governments according to the 1945 Constitution as the Almighty God's grace	2.7 Being care about the relationship between the central government and harmonious regions in the local area
1.8 Being grateful for Indonesia's role in realizing world peace as the Almighty God's grace	2.8 Being tolerant and peaceful as reflection of Indonesia's role in world peace in living in a society, nation and state

1.9 Being grateful for the values that form the commitment of national integration in the framework of Unity in Diversity as an expression of gratitude for the Almighty God	2.9 Demonstrating cooperative attitude in order to realize the commitment of national integration in the framework of Unity in Diversity
1.10 Being grateful to the Almighty God for the values that build awareness of threats to the state and the strategy to overcome them on the basis of the principles of Unity in Diversity	2.10 Being responsive and proactive about threats to the state and the strategies to overcome them based on the principles of Unity in Diversity
1.11 Being grateful to the Almighty God for the values that build awareness of threats to the state and the efforts to resolve them in the framework of Unity in Diversity	2.11 Being responsive and proactive about threats to the state and the efforts to resolve them in the field of ideology, politics, economics, social, culture defense and security in the framework of Unity in Diversity
1.12 Appreciating Indonesian archipelagic vision in the context of the Unitary State of Indonesia as the Almighty God's grace	2.12 Being responsible in developing awareness of the importance of Indonesian archipelagic vision in the context of the Unitary State of Indonesia
1.13 Being grateful to the Almighty God for the values of unity and integrity in the Unitary State of Indonesia	2.13 Being proactive in implementing the values of unity and integrity in the Unitary State of Indonesia
KNOWLEDGE	SKILLS
3. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	4. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
3.1 Analyzing the values of each Pancasila principle in the framework of state governance practice in the scope of the nearest regional to central government	4.1 Presenting the analysis result of the values of each Pancasila principle in the framework of state governance practice in the scope of the nearest regional to central government
3.2 Analyzing human rights violation related to human rights and obligations, basic, instrumental, and praxis values of Pancasila in everyday life	4.2 Presenting the analysis result of human rights violation in the perspective of Pancasila in the life of the nation and of the state related to human rights and obligations, basic, instrumental, and praxis values of Pancasila in everyday life
3.3 Reviewing the provisions of the 1945 Constitution governing the state territory, citizen and population, religion and beliefs, defense and security	4.3 Presenting the results of the review of the provisions of the 1945 Constitution governing the state territory, citizen and population, religion and beliefs, defense and security
3.4 Reviewing the system and dynamics of Pancasila democracy in accordance with the 1945 Constitution, including the meaning, classification, principles, periods of the development of democracy in Indonesia, and the importance of democracy in everyday life	4.4 Presenting the results of the study of the system and dynamics of Pancasila democracy in accordance with the 1945 Constitution, including the meaning, classification, principles, periods of the development of democracy in Indonesia, and the importance of democracy in everyday life
3.5 Analyzing the function and authority of state institutions in accordance with the 1945 Constitution	4.5 Demonstrating the result of analysis about the function and authority of state institutions in accordance with the 1945 Constitution

3.6 Describing legal and judicial system in Indonesia in accordance with the 1945 Constitution. It includes the definition, classification, purpose, and legal order of the Republic of Indonesia, and also the definition, legal basis, classification, institutional set, level, and the role of the judicial institution in Indonesia	4.6 Presenting the results of reasoning about legal and judicial system in Indonesia in accordance with the 1945 Constitution that includes the definition, classification, purpose, and legal order of the Republic of Indonesia, and also the definition, legal basis, classification, institutional set, level, and the role of the judicial institution in Indonesia
3.7 Formulating relations between the central and regional governments in accordance with the 1945 Constitution, both structural and functional relations in accordance with regional autonomy law	4.7 Conducting simple research by recording articles on the relationship between the central and regional governments in accordance with the 1945 Constitution, both structural and functional relations in accordance with regional autonomy law
3.8 Analyzing the dynamics of Indonesia's role in world peace in accordance with the 1945 Constitution which includes the meaning and importance of international relations for Indonesia, the dynamics of Indonesian foreign policy in establishing international relations, the dynamics of Indonesia's role in the UN, ASEAN, and the Non-Aligned Movement which directly impacts the regional context	4.8 Demonstrating the results of the analysis of Indonesia's role in world peace in accordance with the 1945 Constitution which includes the meaning and importance of international relations for Indonesia, the dynamics of Indonesian foreign policy in establishing international relations, the dynamics of Indonesia's role in the UN, ASEAN, and the Non-Aligned Movement which directly impacts the regional context
3.9 Identifying the forming factors of national integration that can be either in common ideology, socio culture, politic and territoriality in the framework of Unity in Diversity	4.9 Concluding the forming factors of national integration that can be either in common ideology, socio culture, politic and territoriality in the framework of Unity in Diversity
3.10 Reviewing cases of threats against ideology, politic, economy, social, culture, defense, and security and also the strategies to overcome in the framework of Unity in Diversity	4.10 Conducting simple research by collecting data related to potential threats against ideology, politic, economy, social, culture, defense, and security and also the strategies to overcome in the framework of Unity in Diversity
3.11 Analyzing threats against the state and efforts to resolve them in the field of ideology, politic, economy, social, culture, defense, and security in the framework of Unity in Diversity according to the regional context	4.11 Presenting the results of analysis of threats against the state and efforts to resolve them in the field of ideology, politic, economy, social, culture, defense, and security in the framework of Unity in Diversity according to the regional context
3.12 Interpreting by showing evidence of the importance of the Indonesian archipelagic vision in the context of the Unitary State of Indonesia, from the territorial aspect of the archipelago and life aspect	4.12 Presenting the results of interpretation by showing evidence of the importance of the Indonesian archipelagic vision in the context of the Unitary State of Indonesia, from the territorial aspect of the archipelago and life aspect
3.13 Identifying driving and inhibiting factors for national unity and diversity in the Unitary State of Indonesia in regional context	4.13 Presenting the results of identification about the driving and inhibiting factors for national unity and diversity in the Unitary State of Indonesia in regional context

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
SPIRITUAL ATTITUDE	SOCIAL ATTITUDE
1. Living up to the teachings of the adhered religion	2. Being honest, disciplined, responsible, caring (working together, cooperating, tolerant, peace), polite, responsive and proactive as part of solution for various problems in interacting effectively with social and natural environment and positioning oneself as a reflection of the nation in world relations
1.1 Appreciating difference as the Almighty God's grace	2.1 Being responsive and proactive to citizen rights violation and obligation denial in the life of the nation and of the people
1.2 Behaving as a believer in the practice of law protection and enforcement to ensure justice and peace	2.2 Being honest in the practice of law protection and enforcement to ensure justice and peace
1.3 Addressing the influence of the advancement of science and technology while still holding on to the supreme divine values	2.3 Being responsible in addressing the influence of the advancement of science and technology in the framework of Unity in Diversity
1.4 Being grateful for the national unity and integrity as an effort in maintaining and protecting the Unitary State of Indonesia and expression of devotion	2.4 Being proactive in developing the national unity and integrity as an effort in maintaining and protecting the Unitary State of Indonesia
KNOWLEDGE	SKILLS
3. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	4. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
3.1 Analyzing the values of each principle of Pancasila related to cases of violation of rights and denial of the obligations of citizens in the life of the nation and of the people such as political, social, cultural and economic rights and obligations in the regional context	4.1 Presenting the results of analysis of the values of each principle of Pancasila related to cases of violation of rights and denial of the obligations of citizens in the life of the nation and of the people such as political, social, cultural and economic rights and obligations in the regional context
3.2 Evaluating by showing evidence of the practice of law protection and enforcement to ensure justice and peace by law enforcement agencies (police, prosecutor, judge, and Corruption Eradication Commission)	4.2 Concluding the results of evaluation of the practice of law protection and enforcement to ensure justice and peace by law enforcement agencies (police, prosecutor, judge, and Corruption Eradication Commission)
3.3 Identifying by showing data of the influence of science and technology advancement for the nation in the framework of Unity of Diversity in the regional context	4.3 Presenting the results of identification by showing data of the influence of science and technology advancement for the nation in the framework of Unity of Diversity in the regional context
3.4 Evaluating by showing evidences of the dynamics of national unity and integrity as an effort to maintain and protect the Unitary State of Indonesia in the field of politic, social, culture, economy, defense and security	4.4 Making posters of the nation unity and integrity as an effort to maintain and protect the Unitary State of Indonesia in the field of politic, social, culture, economy, defense and security



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



INDONESIAN LANGUAGE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Indonesian Language

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education

graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on the aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Indonesian Language subject is designed to literate students so they are able to develop their ability to understand, interpret, and create text that is precise, accurate, fluent, and be full of confidence while studying at school and for mingling in community. Literacy is also important to build a critical and creative attitude towards various life phenomena. This critical and creative attitude is useful for developing personal skills that focus on rational thinking skills that prioritize information-gathering skills.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, *Bahasa Indonesia* (Indonesian language) aims for learners to have the following abilities:

1. To communicate effectively and efficiently in accordance with applicable ethics both in writing and oral communication.
2. To appreciate and be proud of using Indonesian as a language of unity and a national language.
3. To understand Indonesian and use it properly and creatively for various purposes.
4. To use Indonesian to increase intellectual ability, as well as emotional and social maturity.
5. To enjoy and utilize literature to widen knowledge, refine character, and improve language knowledge and ability.
6. To appreciate and be proud of Indonesian as cultural and intellectual repertoire of Indonesian people.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Indonesian Language in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Indonesian Language learning includes knowledge about language and how to use language effectively. Learners learn how Indonesian allows people to interact effectively; build and foster relationships; express and exchange knowledge, skills, attitudes, feelings, and opinions. Learners also learn to understand, interpret, and communicate effectively through coherent texts, using well-organized sentences, including spelling, punctuation at the broader

level of words, sentences, and texts.

The choice of text includes media text, everyday text, and working world texts. The range of text weights from level 1 to level 6 gradually becomes more complex and increasingly difficult, from everyday language to personal experience, technical and special language, and language for academic purposes. Learners are faced with language for various purposes, audiences, and contexts. They are exposed to a variety of knowledge and opinions presented and developed in multimodal text and presentation (verbal, printed, and digital context) so that their competence in listening, viewing, reading, speaking, writing and creating develops systematically and has future perspective. Through text-based learning, an understanding of language, language as a system and language as a vehicle for knowledge and communication learners will become productive speakers of Indonesian, both orally and in writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the

quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying reports on spoken and written observations relating to occupation in accordance with regional potential or daily life	2.1 Interpreting the contents of the text of both spoken and written observation reports relating to occupation in accordance with regional potential or daily life
1.2 Analyzing content and linguistics aspects of a minimum of two written observation report texts relating to daily life	2.2 Composing spoken and written report texts by considering the content and linguistics aspects in accordance with daily life
1.3 Identifying already heard, read, or written (problem, argumentation, knowledge and recommendation) exposition text relating to daily life	2.3 Developing the content (problem, argumentation, knowledge and recommendation) exposition text relating to daily life in spoken and/written
1.4 Analyzing structure and linguistics of exposition text relating to daily life	2.4 Composing exposition text relating to daily life by considering the content (problem, argumentation, knowledge and recommendation), structure and linguistics
1.5 Evaluating anecdote text from the aspect of implicit meaning	2.5 Composing the implicit meaning of an anecdote text in spoken and written
1.6 Analyzing structure and linguistics of an anecdote text	2.6 Rewriting an anecdote text relating to daily life by considering structure and linguistics in spoken or written
1.7 Identifying values and content of spoken and written local folklore	2.7 Retelling the content of local folklore already heard or read
1.8 Identifying values and linguistics of local folklore	2.8 Writing down local folklore by considering the content and values
1.9 Identifying important points from one knowledge book and one novel	2.9 Compiling a summary of one popular knowledge book and one novel
1.10 Evaluating submissions, offers, and approvals in spoken and written negotiating texts relating to work or daily life	2.10 Delivering submissions, offers, and approvals in spoken and written negotiating texts relating to work or daily life
1.11 Reviewing content, structure (orientation, submissions, offers, approvals, closing) and linguistics of negotiating texts relating to work or daily life	2.11 Composing negotiating text by considering content, structure (orientation, submissions, offers, approvals, closing) and linguistics relating to work or daily life
1.12 Connecting problems/issues, viewpoints and arguments from several parties and conclusions of the debate to find the essence of the debate relating to daily life	2.12 Compiling problems/issues, viewpoints and arguments from several parties and conclusions of the debate to find the essence of the debate relating to daily life

1.13 Reviewing the content of the debate (problems/issues, viewpoints and arguments from several parties and conclusions) relating to daily life	2.13 Developing problems/issues from various perspectives that are complemented by arguments in debating with regard to daily life
1.14 Assessing exemplary things from biographical texts	2.14 Revealing the exemplary things from characters in biographical texts already read
1.15 Reviewing meaning and linguistics aspects of a biographical text	2.15 Retelling the content of a biographical text both in spoken and written
1.16 Identifying atmosphere, theme, and meaning of several poems in the anthology of poetry already heard or read	2.16 Demonstrating (reading or musicalizing) one poem or collection of poem by noting vowels, expressions, and intonations (dynamic pressure and tempo pressure)
1.17 Analyzing building elements of a poetry	2.17 Writing poetry by noticing the building elements (themes, diction, language style, images, structure, typography)
1.18 Identifying information of general statements and the stages in the procedure texts related to daily life	2.18 Designing general statements and stages in the procedure text with the right organization verbally and in writing relating to daily life
1.19 Analyzing structure and linguistics of procedural text related to daily life	2.19 Developing procedural text by considering the result of analysis on the content, structure, and linguistics aspects related to daily life
1.20 Identifying information (knowledge and sequence of events) in spoken and written explanation text related to daily life	2.20 Compiling information (knowledge and sequence of events) in spoken and written explanation text related to daily life
1.21 Analyzing structure and linguistics of explanation text related to daily life	2.21 Producing spoken and written explanation text by considering the structure and linguistics related to daily life
1.22 Identifying information in the form of actual problems presented in a lecture	2.22 Compiling the important parts of actual problems as material to be presented in a lecture
1.23 Analyzing the content, structure, and linguistics of lecture text	2.23 Composing lecture text on actual problems by considering linguistics aspect and proper structure
1.24 Identifying important points of one enrichment book (nonfiction) already read	2.24 Compiling important points from one enrichment book (nonfiction)
1.25 Identifying life values from a short story	2.25 Writing down the connection of life values from a short story with daily life
1.26 Analyzing the constructive elements of a short story	2.26 Composing a short story by considering the constructive elements of short story
1.27 Discovering important points of one scientific book	2.27 Writing down personal impression on one of scientific books in a brief explanation text
1.28 Analyzing the message of one fiction book	2.28 Composing a review of one fiction book already read
1.29 Identifying important information in activity or research proposal	2.29 Completing information in the proposal verbally to make it more effective
1.30 Analyzing the content, systematic, and linguistics of a proposal	2.30 Designing a proposal of scientific work by considering information, purpose, and essence of the required scientific work
1.31 Identifying information, purpose and essence of a scientific work	2.31 Designing information, purpose, and essence to be presented in a scientific work
1.32 Analyzing systematic and linguistics of a scientific work	2.32 Composing a scientific work by considering the content, systematic, and linguistics
1.33 Comparing the contents of several reviews to discover the systematic of reviews (book or movie)	2.33 Composing a review by considering comparison results of several review texts (book or movie)

1.34 Analyzing the linguistics of a review from two different works	2.34 Composing a review of short story compilation or novel already read
1.35 Identifying the plot, chapter by chapter, and conflict of a drama already read or watched	2.35 Playing one of the characters in a drama already read or watched

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying the content and systematic of an application letter	2.1 Presenting the systematic conclusion and the elements of an application letter both in spoken and written
1.2 Identifying the linguistics elements of an application letter	2.2 Composing an application letter by considering the content, systematic, and linguistics
1.3 Identifying information covering orientation, a series of interrelated events, complication and resolution, in a local spoken or written historical story	2.3 Writing down the values of historical story information and the association with daily life
1.4 Analyzing the linguistics of a historical story or novel	2.4 Writing down personal historical story by considering linguistics
1.5 Identifying information (opinion, alternative solution, and conclusion of an issue) in an editorial text	2.5 Selecting a variety of information as editorial text material both in spoken or written
1.6 Analyzing the structure and linguistics of an editorial text	2.6 Designing editorial text by considering structure and linguistics both in spoken or written
1.7 Assessing the content of one fiction book (short story collection or poem compilation) and one enrichment book (nonfiction) already read	2.7 Compiling reports on the results of book discussion about one topic of interest both in spoken and written
1.8 Interpreting writer's view of life in a novel already read	2.8 Presenting the interpretation result of the author's view both in spoken and written
1.9 Analyzing the content and linguistics of a novel	2.9 Designing a novel or novella in the form of writing framework by considering the content and linguistics both in spoken or written
1.10 Evaluating information, both fact and opinion, in an article already read	2.10 Composing an opinion in one paragraph
1.11 Analyzing the linguistics of an article and/or scientific book	2.11 Composing an article by considering fact and linguistics
1.12 Comparing critics on literature and essay from the aspect of knowledge and writer's view	2.12 Composing a critic or essay by considering the aspect of knowledge and writer's view both verbally or in writing
1.13 Analyzing the systematic and linguistics of a critic and an essay	2.13 Composing a critic or essay by considering systematic and linguistics both verbally or in writing
1.14 Identifying the values in an enrichment book (nonfiction) and one drama book (fiction)	2.14 Writing down reflection about the values from an enrichment book (nonfiction) and one drama book (fiction)



MATHEMATICS

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Mathematics

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality

graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Mathematics works through expansion and justification, reformation, generalization, and / or formulation of facts, axioms, principles, and mathematical concepts. This is related to empirical phenomena and problems encountered and need to be resolved in daily life and in the context of community development.

In learning mathematics, understanding concepts often begins inductively through observing patterns or phenomena, experiencing real events or intuition. Deductive and inductive ways of learning are used and equally play an important role in mathematics so that students form a critical, creative, honest and communicative attitude. The development of the mathematics curriculum is directed at improving life skills,

especially in building reasoning, creativity, cooperation, innovation, and communication by using short and clear symbolic languages and problem solving. In addition, the development of mathematical competencies also emphasizes skills in using technology tools to perform technical calculations (computation) and presentation in the form of images and graphics (visualization). The development of mathematical competencies is important to support other skills, such as across disciplines skills and non-cognitive skills, as well as the development of values, norms and ethics (soft skills), and to be responsible for the personal and society developments to support the development of the nation and world civilization.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

In particular, the aim of mathematics learning is to contribute in supporting the achievement of the competencies of primary and secondary education graduates through learning observation, as follows:

1. Understanding and implementing the concepts of algorithms, operations, or mathematical procedures and strategies in a flexible, accurate, efficient, effective, and appropriate manner in life or in solving everyday problems
2. Conducting mathematical reasoning which includes making generalizations based on patterns, facts, phenomena or existing data, making assumptions and the verifications.
3. Carrying out mathematical manipulations both in simplification, and analyzing existing components in solving routine or non-routine problems within and beyond the context of mathematics (real life, science and technology).
4. Communicating ideas, reasoning, argumentation or verification through complete sentences, symbols, tables, diagrams, or other media to clarify the situation or problem
5. Fostering a positive attitude such as

being logical, critical, careful, thorough, systematic, obedient, consistent, upholding agreement, tolerant, and not easily giving up in solving problems.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Mathematic in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

Mathematical learning materials include:

1. Using linear equations and inequalities with one variable that contains absolute values, a system of linear equations with three variables, functions, mathematical logics, mathematical inductions, linear program with two variables, matrices, sequences and series in solving everyday life problems.
2. Using matrices in transformational geometry, geometric shapes, and solid geometry in solving problems.
3. Using descriptive statistics from group data, enumeration rules, and probabilities in solving everyday life problems.
4. Using trigonometric comparisons of right angles and related angles, trigonometric identities, sine and cosine rules, and trigonometric functions in solving everyday life problems.
5. Using limit, derivative, and indeterminate integrals of algebraic functions in solving problems.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies

is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of

competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the meaning of linear equations and inequalities with one variable involving absolute values by using an example of contextual event and then elaborating it in another linear equations and inequalities in one variable	2.1 Solving contextual problem related to linear equations and inequalities with one variable involving absolute values by using problem solving procedure and strategy
1.2 Explaining and determining the completion of rational and irrational inequalities with one variable by using the properties and steps of the completion	2.2 Solving contextual problem related to rational and irrational inequalities with one variable by using problem solving procedure and strategy
1.3 Expressing a contextual problem in a mathematical model with a system of three linear variable equations through the identification of variables and their magnitude	2.3 Solving contextual problem related to a system of three linear variable equations by using problem solving procedure and strategy
1.4 Explaining and determining the completion of a system of two-variable inequalities (linear-quadratic and quadratic-quadratic) by using the properties and steps of the completion	2.4 Presenting contextual problem in mathematical model related to a system of two-variable inequalities (linear-quadratic and quadratic-quadratic) and solving it by using problem solving procedure and strategy
1.5 Explaining and defining function notation, origin area, result area, symbolic expressions of function, and graph sketches of linear functions, quadratic functions, and rational functions by using examples or contextual events	2.5 Analyzing graph character functions (intersection with axes, vertices, asymptotes) and connecting changes in graphical functions due to the transformation of $f_2(x)$, $1/f(x)$, $ f(x) $ etc

1.6 Explaining the composition operation on the function and the inverse operation of the inverse function and its properties using examples or contextual events	2.6 Solving contextual problems related to operations of addition, subtraction, multiplication, division, composition, and inverse operation of a function by using problem solving procedure and strategy
1.7 Explain trigonometric concepts and ratios (sine, cosine, tangent, cosecant, secant, and cotangent) on right triangles using examples or contextual events	2.7 Solving contextual problems related to trigonometric ratios (sine, cosine, tangent, cosecant, secant, and cotangent) on right triangles by using problem solving procedure and strategy in accordance with the problem characteristics
1.8 Generalizing the trigonometric ratios to angles in various quadrants and related angles by using the properties and steps of the completion	2.8 Solving contextual problems related to trigonometric ratios to angles in various quadrants and related angles by using problem solving procedure and strategy in accordance with the problem characteristics
1.9 Explaining the concept of sine and cosine rules by using examples or contextual events	2.9 Solving contextual problems related to the sine and cosine rules by using problem solving procedure and strategy in accordance with the problem characteristics
1.10 Explaining trigonometric functions by using props (objects around, software, etc.) or without props through examples or contextual events	2.10 Analyzing graph changes of trigonometric functions with changes in constants on functions $y = a \sin b(x + c) + d$ using props (software) or without props
1.11 Explain the method of proving mathematical statements with mathematical induction in the form of sequences, inequalities, and divisions of contextual events	2.11 Applying the method of proving mathematical induction to test mathematical statements in the form of sequences, inequalities, and division by using problem solving procedure and strategy in accordance with the contextual problem characteristics
1.12 Describing the preparation of Mathematical models from contextual problems into two-variable linear programs and determine the method of completion according to the characteristics of the problem	2.12 Solving contextual problems related to two-variable linear programs by using problem solving procedure and strategy in accordance with the problem characteristics
1.13 Describe matrices and similarities of matrices by using contextual problems and performing operations on matrices which include matrix addition, subtraction, and multiplication both with scalar and with other matrices, and transpose matrix	2.13 Solving problems related to matrices and the operations by using problem solving procedure and strategy
1.14 Analyzing the properties of determinants and inversions of 2x2 and 3x3 matrices by using examples or contextual events	2.14 Solving problems related to matrices determinants and inversions of 2x2 and 3x3 matrices by using problem solving procedure and strategy
1.15 Analyzing and comparing a contextual problem related to transformation and transformation composition by using formula, matrices, and graph in accordance with the problem characteristics	2.15 Solving contextual problems related to geometry transformation matrix (translation, reflection, dilatation, and rotation) by using problem solving procedure and strategy
1.16 Generalizing number patterns and quantity on arithmetic and geometric sequences along with the application using examples or contextual problems	2.16 Applying arithmetic and geometric sequence patterns to present and solve contextual problems (including exponential growth, decay, compound interest, and annuity) in accordance with the problem characteristics
1.17 Explaining algebraic function limit (polynomials and rational functions) and the properties by using examples or contextual problems	2.17 Solving contextual problems related to algebraic function limit by using problem solving procedure and strategy in accordance with the problem characteristics

1.18 Explaining the derivative properties of algebraic functions and determining the derivative of algebraic functions by using the properties and steps of completion	2.18 Solving contextual problems related to the derivative of algebraic functions by using problem solving procedure and strategy in accordance with the problem characteristics
1.19 Analyzing the relation of first derivative functions with maximum value, minimum value, and intervals of function monotony as well as slope of curve tangent line by using examples or contextual events	2.19 Applying the first derivative of function on contextual problem to determine the maximum value, minimum value, intervals of function monotony, slope of curve tangent line, as well as equation of normal and tangent line of curve by using problem solving procedure and strategy in accordance with the problem characteristics
1.20 Explaining the concept of indeterminate integral (anti-derivative) of algebraic function and analyzing the properties on the basis of the derivative properties of functions	2.20 Solving contextual problems related to indeterminate integral (anti-derivative) of algebraic function by using problem solving procedure and strategy in accordance with the problem characteristics

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining and determining distance in space (between points, points to lines, and points to fields) by using props (surrounding objects) or without props	2.1 Determining contextual problem solving related to distance in space (between points, points to lines, and points to fields) by using props (surrounding objects) or without props
1.2 Determining and analyzing the size of data concentration and dissemination presented in the form of frequency distribution tables and histograms through examples of contextual events	2.2 Solving contextual problems related to data presentation of the results of measurement and enumeration in the form of distribution table of frequency and histograms by identifying and understanding the characteristics of the contextual problems
1.3 Analyzing the rules of enumeration (the rules for addition, multiplication, permutation, and combination) through contextual problems by identifying and understanding the characteristics of the contextual problems	2.3 Solving contextual problems related to enumeration rules (the rules of addition, multiplication, permutation, and combination) in accordance with the characteristics of the problems
1.4 Describing and determining the compound probabilities of events (independent, mutually exclusive, and conditional probabilities) of a randomized trial by using examples of contextual events	2.4 Solving problems related to compound probabilities of events (independent, mutually exclusive, and conditional probabilities) by using problem solving procedure and strategy in accordance with the problem characteristics

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



HISTORY OF INDONESIA

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: History of Indonesia

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is

specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on the aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

The subject of History of Indonesia is designed to improve students' ability to develop themselves in the context of community development, foster awareness of the national perspective, and develop historical thinking that is transformed in everyday life.

B. AiIn general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, History of Indonesia subject aims for learners to have the following abilities:

1. To understand the concept of time, space, changes and sustainability in social life and in the life of the life of the people and the nation.
2. To train students' critical thinking to understand historical facts correctly based on scientific approaches and scientific methodology.
3. To foster appreciation of historical heritage as evidence of Indonesian civilization in the past.
4. To foster an understanding of the process of the formation of the nation through a long and ongoing history of journey
5. To foster awareness as part of the nation so as to have sense of pride and love for the homeland to be implemented in everyday life.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of History of Indonesia in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of History of Indonesia for level V includes learning to analyze the relevance and the meaning for the present and future life of

two or more historical events related to the period of pre-literacy, Hindu-Buddhist, Islamic Kingdom, the occupation of western nations, the national movement, and the proclamation, and to understand the facts of a historical event.

Meanwhile the scope of learning for level VI focuses on the ability to find facts from historical events as the basis for rewriting the historical events particularly related to the period of struggling for maintaining independence, the Guided Democracy, the New Order, and the Reformation.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the concept and ways of thinking in studying history (chronological, diachronic, synchronous, space, and time in history)	2.1 Presenting information about applying concepts and ways of thinking in historical events
1.2 Analyzing the patterns of ancient human life in Indonesia and the origins of Indonesian ancestors (Proto Malay, Deutero Malay, and Melanesian)	2.2 Presenting information about the patterns of ancient human life in Indonesia and the origins of Indonesian ancestors (Proto Malay, Deutero Malay, and Melanesian)
1.3 Understanding the cultural products and values of pre-literacy society in Indonesia, that includes those in the surrounding environment, and the influence for the life of current Indonesian society	2.3 Presenting information about the cultural products of pre-literacy society that can still be found in the present day, including those that can be found in the surrounding environment
1.4 Understanding the theory, the entry process, and the development of Hinduism-Buddhism and their cultures in Indonesia as well as the influences on life in present-day Indonesian society	2.4 Presenting information chronologically about the entry process and the development of Hinduism-Buddhism and their cultures in Indonesia as well as the influences on life in the present-day Indonesian society
1.5 Understanding the development of the community life, the government, and the culture in the era of Hindu-Buddhist kingdoms in Indonesia through examples of applicable evidences in the community today	2.5 Presenting information about cultural values and elements that developed during the era of Hindu-Buddhist kingdoms and are still upheld and practiced in the life of the Indonesian people today
1.6 Analyzing the theory, the entry process, and the development of Islam and its cultures in Indonesia as well as the influences on life in present-day Indonesian society	2.6 Presenting information chronologically about the entry process and the development of Islam and its cultures in Indonesia and the influences on life in present-day Indonesian society
1.7 Analyzing the development of the community life, the government, and the culture in the era of Islamic kingdoms in Indonesia through examples of applicable evidences in the community today	2.7 Presenting information about cultural values and elements that developed during the era of Islamic kingdoms and are still upheld and practiced in the life of the Indonesian people today
1.8 Analyzing the entry process and the development of European (Portuguese, Netherland, British) colonialism in Indonesia	2.8 Presenting information about the entry process and the development of European colonialism in Indonesia
1.9 Analyzing the nation's resistance efforts against the European (Portuguese, Spanish, Dutch, British) colonization until the 20 th century	2.9 Presenting information about the nation's resistance efforts against the European (Portuguese, Spanish, Dutch, British) colonization until the 20 th century

1.10 Analyzing the impact of European colonization on the political, cultural, socio-economic, and educational aspects of life in modern-day Indonesia	2.10 Presenting information about the impact of European colonization on the political, cultural, socio-economic, and educational aspects of life in modern-day Indonesia
1.11 Understanding the values of the Youth Pledge and the meaning for the life of the Indonesian people today	2.11 Presenting information about the implementation of the Youth Pledge values and the meaning for the life of the Indonesian people today
1.12 Analyzing the impact of Japan colonization and the response of Indonesian people	2.12 Presenting information about the impact of Japan colonization and the response of Indonesian people
1.13 Analyzing the role of national and regional figures in fighting for Indonesian independence	2.13 Presenting information about the biography of one of national or regional figures who took parts in fighting for Indonesian independence
1.14 Analyzing the event of independence proclamation and its meaning for social, cultural, economic, political, and educational life of the Indonesian people	2.14 Presenting information about the event of independence proclamation and its meaning for social, cultural, economic, political, and educational life of the Indonesian people
1.15 Analyzing the event of the establishment of the first government of the Republic of Indonesia at the beginning of the independence and its meaning for the life of the Indonesian people today	2.15 Presenting information about the event of the establishment of the first government of the Republic of Indonesia at the beginning of the independence and its meaning for the life of the Indonesian people today
1.16 Analyzing the role and values of the struggle of Soekarno and Mohammad Hatta as well as other figures who supported the proclamation	2.16 Presenting information about the role and values of the struggle of Soekarno and Mohammad Hatta as well as other figures who supported the proclamation
1.17 Analyzing the struggle of Indonesian people in the efforts to maintain independence from threats of the Netherlands and the Allies through negotiations/diplomacy and warfare	2.17 Presenting information about the struggle of Indonesian people in the efforts to maintain independence from threats of the Netherlands and the Allies through negotiations/diplomacy and warfare

1.1 Analyzing the Indonesian national struggle in facing the threat of national disintegration, such as the Madiun Affair of 1948, Darul Islam Rebellion, the Legion of Ratu Adil, Andi Azis Rebellion, Republic of South Maluku Rebellion, PRRI Rebellion, Permesta Rebellion, the 30 September Movement	2.1 Presenting information about the Indonesian national struggle in facing the threat of national disintegration, such as the Madiun Affair of 1948, Darul Islam Rebellion, the Legion of Ratu Adil, Andi Azis Rebellion, Republic of South Maluku Rebellion, PRRI Rebellion, Permesta Rebellion, the 30 September Movement
1.2 Evaluating the national and regional figures' roles and values of struggle in maintaining the unity of the nation in the era of 1945—1965	2.2 Presenting information about the national and regional figures' roles and values of struggle in maintaining the unity of the nation in the era of 1945—1965
1.3 Analyzing the development of political and economic life of the Indonesian people in early independence era to Liberal Democracy era	2.3 Presenting information about the development of political and economic life of the Indonesian people in early independence era to Liberal Democracy era
1.4 Analyzing the development of political and economic life of the Indonesian people in the Guided Democracy era	2.4 Presenting information about the development of political and economic life of the Indonesian people in the Guided Democracy era
1.5 Analyzing the development of political and economic life of the Indonesian people in the New Order era	2.5 Presenting information about the development of political and economic life of the Indonesian people in the New Order era
1.6 Analyzing the development of political and economic life of the Indonesian people in early reformation era	2.6 Presenting information about the development of political and economic life of the Indonesian people in early reformation era
1.7 Evaluating the role of students, college students, and the youths in political and constitutional changes of Indonesia	2.7 Presenting information about the role of students, college students, and the youths in political and constitutional changes of Indonesia
1.8 Evaluating the role of Indonesia in the world peace, such as: Asian African Conference, ASEAN, Non-Aligned Movement, Garuda Mission, Garuda Contingent, The Djuanda Declaration, Organization of Islamic Cooperation (OIC), and Jakarta Informal Meeting	2.8 Presenting information about the role of Indonesia in the world peace, such as: Asian African Conference, ASEAN, Non-Aligned Movement, Garuda Mission, Garuda Contingent, The Djuanda Declaration, Organization of Islamic Cooperation (OIC), and Jakarta Informal Meeting
1.9 Evaluating the life of Indonesian people in developing science and technology in the era of independence (since the proclamation of independence to the reformation era)	2.9 Producing a study of evaluation about the life of Indonesian people in developing science and technology in the era of independence (since the proclamation of independence to the reformation era) in a piece of writing and/or another media

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



ENGLISH

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: English

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It

is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

English is one of the international languages that plays an important role in developing the insight and competitiveness of the younger generation at the international level. English allows students to recognize the noble values and positive characters that develop in various nations, learn to respect, and even try to emulate them. With English language skills, students are expected to develop their insights about science, technology, art and culture that develop in other countries around the world. Likewise, vice versa, students can also communicate science, technology, art and culture that develop in Indonesia to various other nations and countries.

By learning texts that involve various cultural contexts and situation contexts, students are expected to be able to improve critical thinking skills so that they can assess, choose, and make the right decisions in responding to a variety of information in various situations. They are expected to be able to consider the benefits and disadvantages of each action taken in solving the problem in each situation.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

The English subjects in Package B and Package C have the same aim, namely to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse. This competency is developed through learning that guides students to be able to use a variety of oral and written English-language texts in a coherent manner by using accurate and acceptable linguistic elements on various factual, conceptual, procedural, and metacognitive knowledge and instilling noble values of national character, in the context of life in the home environment, non-formal education units and the community.

The difference is located in scope type text and complexity level text that planned to be achieved. In the Package C, the texts are longer

and more complex than that of in Package B.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of English in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

In general, the English competence is an ability to communicate in three discourse type, (1) interpersonal, (2) transactional, and (3) functional both in spoken and written, in functional literacy level (necessary competence to handle problems in everyday life communication), to do social function, in term of personal life context, social, culture, academic and profession. The students are guided to use various type texts for base literacy needs, accepted structure both in coherent and cohesive, also linguistic elements in appropriate way. Below are the English competency and material scopes.

COMPETENCE	MATERIAL SCOPE
<ul style="list-style-type: none"> Showing acceptable behavior in personal, social, culture, academic, and professional environment ; 	<ul style="list-style-type: none"> Short text in interpersonal, transactional, specific functional and functional discourse. The text types are descriptive, recount, analytical exposition, narrative, procedure, explanation, and news item in the level of informational literacy;
<ul style="list-style-type: none"> Identifying social function, text structure, and linguistic elements of short text in daily life and daily activity of the students; 	<ul style="list-style-type: none"> The mastery of each type of text covers three aspects, namely social function, text structure, and element language where the three aspects shall be determined and chosen based on aim and communication context;

<ul style="list-style-type: none"> Communicating interpersonally, transactionally, and functionally about oneself, family and people, animals and objects, concrete and imaginative, that are the closest to the lives and everyday activities of the students at homes, in educational unit, and community, and also related to other subjects and the world of work; 	<ul style="list-style-type: none"> Attitudes include living and practicing honesty, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, and peace), politeness, responsive and proactive and showing attitude as part of the solution to various problems Skills include listening, speaking, reading, writing and watching effectively with social and natural environment;
<ul style="list-style-type: none"> Inferring meaning and arranging spoken and written text, short and simple text by using text structure in chronological order also linguistic elements in accurate, accepted and fluent way. 	<ul style="list-style-type: none"> Linguistic elements include discourse marker, vocabulary, grammar, pronunciation, stress, intonation, spelling, punctuation and handwriting neatness. Modality: with a clear scope of meaning.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic

competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems.	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules.
1.1 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in the act of giving and inquiring information related to personal identity and kinship, in accordance with the context of use. (Mind the linguistics element of pronoun: subjective, objective, possessive).	2.1 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information by paying attention to social function, text structure, correct linguistics elements in context.

1.2 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in congratulating and complimenting, and to respond to it, in accordance with the context of use	2.2 Composing a simple spoken and written transactional interaction text involving the act of congratulating and complimenting, and to respond to it by paying attention to social function, text structure, and correct linguistics elements in context.
1.3 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in the act of giving and inquiring information related to the intention of carrying out an action/activity, in accordance with the context of use. (Mind the language elements of be going to and would like to)	2.3 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information related to the intention of carrying out an action/activity by paying attention to social function, text structure, and correct linguistics elements in context.
1.4 Differentiating social function, text structure, and the linguistics elements of several short and simple spoken and written descriptive text related to famous tourist attractions and historic buildings, in accordance with the context of use.	2.4 Descriptive text 2.4.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of short and simple spoken and written descriptive text related to famous tourist attractions and historic buildings. 2.4.2 Composing short and simple spoken and written descriptive text related to famous tourist attractions and historic buildings by paying attention to social function, text structure, and correct linguistics elements in context.
1.5 Differentiating social function, text structure, and the linguistics elements of several announcement texts related to non-formal education unit activities in accordance with the context of use.	2.5 Announcement text 2.5.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of announcement text 2.5.2 Composing short and simple spoken and written announcement text by paying attention to social function, text structure, and correct linguistics elements in context.
1.6 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in the act of giving and inquiring information related to past conditions/actions/activities/events referring to the time of occurrence and after, in accordance with the context of use (Mind the language element of simple past tense vs. present perfect tense).	2.6 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information related to past conditions/actions/activities/events referring to the time of occurrence and after, by paying attention to social function, text structure, and correct linguistics elements in context.
1.7 Differentiating social function, text structure, and the linguistics elements of several spoken and written recount texts related to historical events, in accordance with the context of use.	2.7 Recount text – Historical events 2.7.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of spoken and written recount texts related to historical events. 2.7.2 Composing short and simple spoken and written recount text related to historical events by paying attention to social function, text structure, and correct linguistics elements in context.

1.8 Differentiating social function, text structure, and the linguistics elements of several simple spoken and written narrative texts related to folk legend, in accordance with the context of use.	2.8 Inferring contextual meaning related to social function, text structure, and the linguistics elements of spoken and written narrative text related to folk legend.
1.9 Interpreting the social functions and language elements of song lyrics.	2.9 Inferring contextual meaning related to social function, text structure, and the linguistics elements of song lyrics.
1.10 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in the act of giving and inquiring information related to suggestions and offers, in accordance with the context of use. (Mind the language element of should and can)	2.10 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information related to suggestions and offers, by paying attention to social function, text structure, and correct linguistics elements in context.
1.11 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in giving and inquiring information related to opinions and thoughts, in accordance with the context of use. (Mind the language element of I think, I suppose, and in my opinion)	2.11 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information related to opinions and thoughts by paying attention to social function, text structure, and correct linguistics elements in context.
1.12 Differentiating social function, text structure, and the linguistics elements of several official invitations related to non-formal education unit/workplace activities in accordance with the context of use.	2.12 Official invitation text 2.12.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of official invitations related to non-formal education unit/workplace activities 2.12.2 Composing short and simple spoken and written official invitations related to non-formal education unit/workplace activities by paying attention to social function, text structure, and correct linguistics elements in context.
1.13 Differentiating social function, text structure, and the linguistics elements of several analytical exposition texts by giving and inquiring information related to actual issue, in accordance with the context of use.	2.13 Analytical exposition text 2.13.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of analytical exposition text related to actual issue. 2.13.2 Composing short and simple spoken and written analytical exposition text related to actual issue by paying attention to social function, text structure, and correct linguistics elements in context.
1.14 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in giving and inquiring information related to circumstances / actions / activities / events without necessarily mentioning the doers in scientific texts, in accordance with the context of use. (Mind the language element of passive voice)	2.14 Composing a short and simple spoken and written transactional interaction text involving the act of giving and inquiring information related to circumstances / actions / activities / events without necessarily mentioning the doers in scientific texts by paying attention to social function, text structure, and correct linguistics elements in context.

1.15 Differentiating social function, text structure, and the linguistics elements of several personal letters related to personal and others' activities, in accordance with the context of use.	2.15 Personal letter text 2.15.1 Inferring contextual meaning related to social function, text structure, and the linguistics elements of personal letters related to personal and others' activities. 2.15.2 Composing spoken and written personal letter related to personal and others' activities by paying attention to social function, text structure, and correct linguistics elements in context.
1.16 Implementing social function, text structure, and the linguistics elements of spoken and written transactional interaction text in giving and inquiring information related to causality, in accordance with the context of use. (Mind the language element of because of..., due to ..., thanks to ...)	2.16 Composing spoken and written transactional interaction text involving the act of giving and inquiring information related to causality, by paying attention to social function, text structure, and correct linguistics elements in context.
1.17 Differentiating social function, text structure, and the linguistics elements of several spoken and written explanation text related to natural or social phenomena in the scope of other subjects equivalent to grade IX, in accordance with the context of use.	2.17 Inferring contextual meaning related to social function, text structure, and the linguistics elements of spoken and written explanation text, related to natural or social phenomena in the scope of other subjects equivalent to grade IX.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Implementing social function, text structure, and linguistics elements of spoken and written interpersonal interaction text in offering services and to respond to it, in accordance with the context of use (Mind the linguistics elements of May I help you?, What can I do for you? What if...?)	2.1 Composing simple spoken and written interpersonal interaction text involving the act of offering services and to respond to it by paying attention to social function, text structure, correct linguistics elements and in context

1.2 Differentiating social function, text structure, and linguistics elements of several application letters related to personal identity, educational background/work experience, in accordance with the context of use.	2.2 Job application letter 2.2.1 Inferring the contextual meaning related to social function, text structure, and linguistics elements of a job application letter that conveys information such as personal identity, educational background/work experience 2.2.2 Composing a job application letter that conveys information such as personal identity, educational background/work experience by paying attention to the correct social function, text structure, and linguistics elements in context
1.3 Differentiating social function, text structure, and linguistics elements of several image/photo/table/graph/chart captions, in accordance with the context of use.	2.3 Caption 2.3.1 Inferring contextual meaning related to social function, text structure, and linguistics elements of image/photo/table/graph/chart captions. 2.3.2 Composing image/photo/table/graph/chart captions by paying attention to the correct social function, text structure, and linguistics elements in context
1.4 Differentiating social function, text structure, and linguistics elements of several simple spoken and written newspaper/radio/TV news items, in accordance with the context of use.	2.4 Inferring contextual meaning related to social function, text structure, and linguistics elements of simple spoken and written newspaper/radio/TV news items
1.5 Implementing social function, text structure, and linguistics elements of spoken and written interpersonal interaction text in giving and inquiring information related to modality followed by order/suggestion, in accordance with the context of use.	2.5 Composing simple spoken and written interpersonal interaction text involving the act of giving and inquiring information related to modality followed by order/suggestion by paying attention to social function, text structure, correct linguistics elements and in context
1.6 Differentiating social function, text structure, and linguistics elements of several spoken and written procedural text related to the manual and tips of technology usage, in accordance with the context of use	2.6 Procedural text 2.6.1 Inferring contextual meaning related to social function, text structure, and linguistics elements of spoken and written procedural text related to the manual and tips of technology usage. 2.6.2 Composing spoken and written manual and tips of technology usage, by paying attention to social function, text structure, correct linguistics elements and in context
1.7 Interpreting social function and linguistics elements of song lyrics	2.7 Inferring contextual meaning related to the social function and linguistics elements of song lyrics



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



SPECIALIZATION OF MATHEMATICS

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Specialization of Mathematics
Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Mathematics works through expansion and justification, reformation, generalization, and / or formulation of facts, axioms, principles, and mathematical concepts. This is related to empirical phenomena and problems encountered and need to be resolved in daily life and in the context of community development.

In learning mathematics, understanding concepts often begins inductively through observing patterns or phenomena, experiencing real events or intuition. Deductive and inductive ways of learning are used and equally play an important role in mathematics so that students form a critical, creative, honest and communicative attitude. The development of the mathematics curriculum is directed at improving life skills, especially in building reasoning, creativity, cooperation, innovation, and communication by using short and clear symbolic languages and problem solving. In addition, the development of mathematical competencies also emphasizes skills in using technology tools to perform technical calculations (computation) and presentation in the form of images and graphics (visualization). The development of mathematical competencies is important to support other skills, such as across disciplines skills and non-cognitive skills, as well as the development of values, norms and ethics (soft skills), and to be responsible for the personal and society developments to support the development of the nation and world civilization.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

In particular, the aim of learning mathematics is to contribute in supporting the achievement of the competencies of primary and secondary education graduates through learning observation, as follows:

1. Understanding the concepts of algorithms, mathematical operations or procedures and strategies in a flexible, accurate, efficient, effective, and appropriate manner in life or in solving everyday problems

2. Conducting mathematical reasoning which includes making connection between facts, axioms, principle and concept, and making generalization based on patterns, facts, phenomena or existing data, making assumptions and verifications.
3. Conducting mathematical manipulation both in simplification, and analyzing existing components in solving routine or non-routine problems within and beyond the context of mathematics (real life, science and technology).
4. Communicating and presenting ideas, reasoning, argumentation or verification through complete sentences, symbols, tables, diagrams, or other media to clarify the situation or problem
5. Fostering a positive attitude such as being logical, critical, careful, thorough, systematic, obedient, consistent, upholding agreement, tolerant, and not easily giving up in solving problems.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Mathematics in Package C Specialization of Mathematics and Science equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

Mathematical learning materials include:

1. Using linear and square root equations and inequalities with two variable that contains absolute values, a system of linear equations with three variables, functions, mathematical logics, mathematical inductions, linear programs with two variables, matrices, sequences and series in solving everyday life problems.
2. Using matrices in transformational geometry, geometric shapes, and solid geometry in solving problems.
3. Using descriptive statistics from group data, enumeration rules, and probabilities in solving everyday life problems.
4. Using trigonometric comparisons of right angles and related angles, trigonometric identities, sine and cosine rules, and trigonometric functions in solving everyday life problems.
5. Using limit, derivative, and indeterminate integrals of algebraic functions in solving problems.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

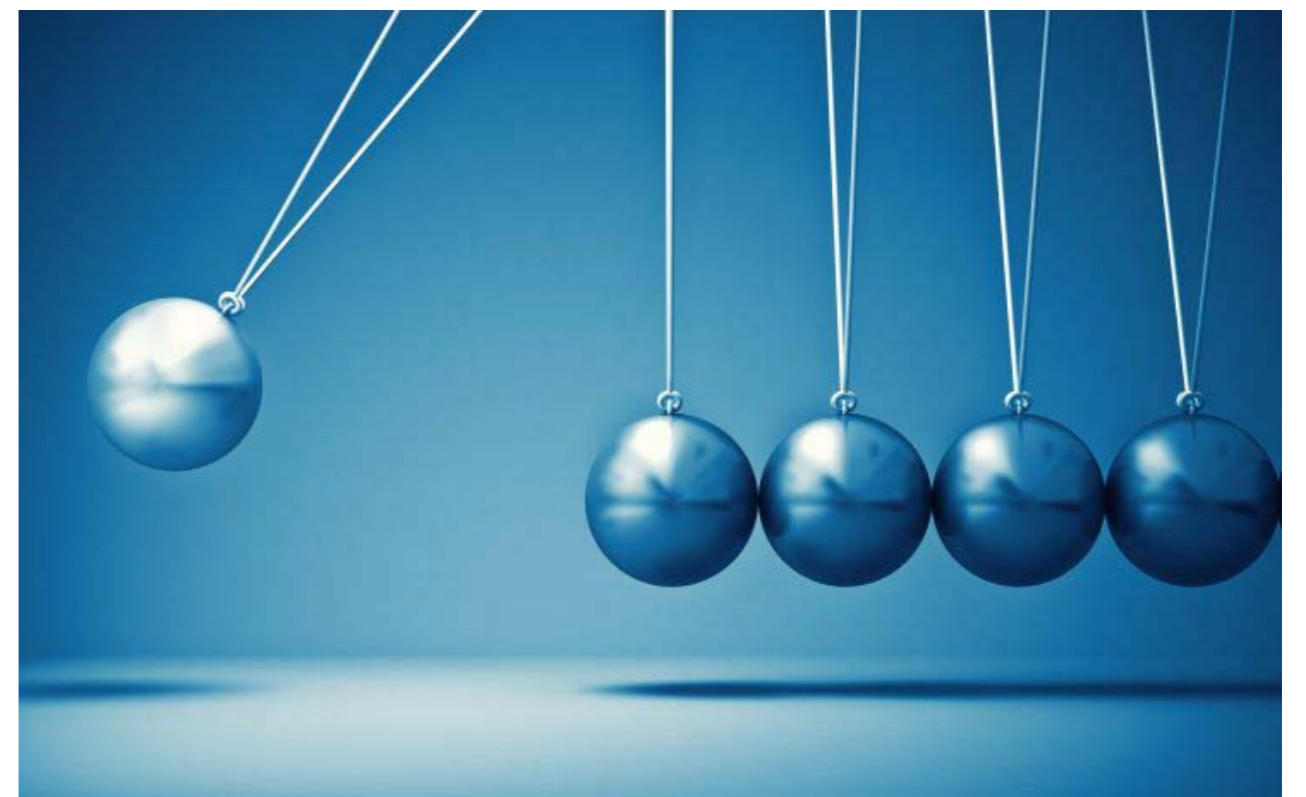
The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

1.1 Explaining and determining the settlement of contextual problems related to exponential and logarithmic functions using examples and models of contextual events	2.1 Presenting and solving contextual problems related to exponential and logarithmic functions using problem solving steps/procedures
1.2 Explaining the application of vectors, vector operations, vector length, angle between vectors in two- and three-dimensional spaces	2.2 Solving contextual problems related to vectors, vector operations, vector length, angle between vectors in two- and three-dimensional spaces using problem solving steps/procedures
1.3 Explaining and determining the settlement of trigonometric equations using examples and models of contextual events	2.3 Solving contextual problems related to trigonometric equations by identifying and constructing the mathematical models using problem solving steps/procedures
1.4 Distinguishing and explaining the application of the sum and difference formulas for sine and cosine through contextual events	2.4 Solving contextual problems related to the sum and difference formulas for sine and cosine using problem solving steps/procedures in accordance with the problem characteristics
1.5 Analyzing the elements of circle using props (surrounding objects) or without props	2.5 Solving contextual problems related to circle by identifying and understanding the problem characteristics
1.6 Analyzing the division and factorization of polynomials using examples and models of contextual events	2.6 Solving contextual problems related to factorization of polynomials using problem solving steps/procedures

1.2 Explaining and determining infinite limits of algebraic and trigonometric functions using the completion properties and steps	2.2 Solving contextual problems related to infinite limits of algebraic and trigonometric functions using problem solving steps/procedures in accordance with the problem characteristics
1.3 Explaining the application of derivative principles on simple trigonometric functions using the completion properties and steps	2.3 Solving contextual problems related to the derivatives of simple trigonometric functions using problem solving steps/procedures in accordance with the problem characteristics
1.4 Explaining the connection between the first and the second derivatives of a function with maximum values, minimum values, intervals of function negative, slopes of tangent line, and curve intervals of trigonometric function curve using the completion properties and steps	2.4 Solving contextual problems related to maximum values, minimum values, intervals of function negative, slopes of tangent line, and curve intervals of trigonometric function curve using problem solving steps/procedures in accordance with the problem characteristics
1.5 Explaining and determining binomial distribution probabilities in connection with binomial probability functions using contextual examples or events	2.5 Solving contextual problems related to binomial distribution probabilities of a (random) trial and drawing the conclusion using problem solving steps/procedures in accordance with the problem characteristics
1.6 Explaining the characteristic of normal distributed data using contextual examples or events	2.6 Solving contextual problems related to normal distribution and drawing the conclusion using problem solving steps/procedures in accordance with the problem characteristics

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining and determining limits of trigonometric functions using contextual examples or events	2.1 Solving contextual problems related to limits of trigonometric functions using problem solving steps/procedures





BIOLOGY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Subject: Biology

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education

graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Biology learning in Package C Equivalency Education is designed not only to transfer knowledge and skills to students, but also to develop high-level thinking skills (analytical, synthesis, critical, creative, and innovative) through scientific work experience. The mastery of biology learning competency as the foundation of various basic and applied sciences will benefit students in solving everyday life problems and in furthering their education so they can compete in 21st century.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, biology learning aims for learners to:

1. Be positive about biology by realizing the order and the beauty of nature and glorifying the Almighty God.
2. Foster a scientific attitude, such as honesty, objective, open-minded, resilient, critical, and cooperative.
3. Broaden experience to be able to propose and test a hypothesis through an experiment and to convey the experiment result in oral or written communication.
4. Develop the ability of analytical, inductive, and deductive thinking using the concept and the principle of biology.
5. Develop the mastery on the concept and the principle of biology as well as the connection with other natural science subjects
6. Implement the concept and the principle of biology to produce a simple technology work related to human needs.
7. Increase awareness and participation in maintaining environmental sustainability.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Biology in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Biology learning materials include:

1. The nature of biology and biodiversity, the classification of living things, the relationships

between ecosystem components, changes of state and energy conversion, and the role of humans in the balance of ecosystems.

2. Cellular organization, tissue structure, organ systems structures and functions of plant, animal and human, and their implementation in the context of science, environment, technology and society.
3. The processes that occur in plants, metabolic process, heredity, evolution, biotechnology and the implication on science, environment, technology, and society.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the scope of biology (problems in various biological objects and the levels of organization of living things) through the application of scientific methods and principles of occupational safety	2.1 Presenting the results of applying scientific methods on problems in various biological objects and the levels of organization of living things
1.2 Analyzing various levels of biodiversity in Indonesia along with the threats and conservation efforts	2.2 Presenting the results of observation on various levels of biodiversity in Indonesia along with the threats and the proposed conservation efforts
1.3 Explaining the principles of five kingdom classification of living things	2.3 Constructing a cladogram (a tree kinship diagram that shows relations among organisms) based on the principles of five kingdom classification of living things
1.4 Understanding the structure, the replication (the ability to multiply) and the role of viruses in life	2.4 Conducting a campaign on the dangers of viruses in life, in particular the dangers of HIV AIDS based on its virulence level (the ability of the virus to cause disease)
1.5 Understanding the structure, the replication (the ability to multiply) and the role of bacteria in life	2.5 Presenting data about the characteristics and the role of bacteria in life
1.6 Classifying protists (based on the general characteristics of the classes) and linking their role in life	2.6 Presenting report of literature study results about various roles of protists in life
1.7 Classifying fungi based on the characteristics, the reproduction method, and linking their roles in life	2.7 Presenting report of investigation or literature study results about fungi diversity and their roles in life
1.8 Classifying plants into divisions based on general characteristics and linking their roles in life	2.8 Presenting report of observation and phenetic analysis (the kinship based on the similarities and differences in the features seen in taxa) and phylogenetics (the relationship between one taxon and another associated with the underlying evolutionary process) of plants and their role in life
1.9 Classifying animals into phylum based on their body layers, body cavity (coelom), body symmetry, and reproduction methods	2.9 Presenting report of literature study results on the comparison of the complexity of the composing layers of animal bodies (diploblastic and triploblastic), body, symmetry, body cavity, and reproduction methods
1.10 Analyzing the components of ecosystem and the interaction between the components	2.10 Presenting works that show interactions between ecosystem components (food webs) of Biogeochemical cycles
1.11 Presenting data on environmental change, the causes and impacts on life	2.11 Formulating problem solving ideas to address environmental change in surrounding environment

1.12 Explaining the chemical components that make up cells, structures, functions, and processes that take place in cells as the smallest unit of life	2.12 Presenting a writing/report of literature study results on animal and plant cell structure as the smallest unit of life
1.13 Understanding various bioprocesses in cells that include the membrane transport mechanism, reproduction, and protein synthesis	2.13 Making a model of bioprocess that occurs in cells based on literature study
1.14 Analyzing the connection between cell structure and organ functions in plants	2.14 Compiling a report based on literature study on the tissue structure and organ functions of plants
1.15 Analyzing the connection between animal cell structure and organ functions	2.15 Composing a paper based on literature study on the tissue structure and organ functions of animals
1.16 Analyzing the relation between tissue structures of movement system with bioprocess and dysfunction that may occur on human movement systems	2.16 Composing a simple paper based on literature study on the utilization of technology in overcoming movement system disorders
1.17 Analyzing the relation between tissue structure of circulatory system with bioprocess and dysfunction that may occur in human circulatory system	2.17 Presenting a paper based on literature study on abnormalities in the structure and function of blood, heart, blood vessels which cause disruption in human circulatory system and the relation to technology
1.18 Analyzing the relation between tissue structure of digestive system with bioprocess and dysfunction that may occur in human digestive system	2.18 Presenting a report based on literature study on the test results of food substances contained in various types of food in associated with the energy needs of each individual as well as food processing technology and food safety
1.19 Analyzing the relation between tissue structure of respiratory system with bioprocess and dysfunction that may occur in human respiratory system	2.19 Presenting the result of analysis on the effect of air pollution on abnormalities in the structure and function of human respiratory organs based on literature study
1.20 Analyzing the relation between tissue structure of excretory system with bioprocess and dysfunction that may occur in human excretory system	2.20 Presenting the result of analysis on the effect of lifestyle on the abnormalities in the structure and function of human excretory system based on literature study
1.21 Understanding the relation between tissue structure of coordination system with coordination and regulatory mechanisms as well as dysfunction that may occur in human coordination system	2.21 Presenting the result of analysis on the effect of lifestyle on the abnormalities in the structure and function of coordination system organs that causes human nervous and hormone system disorders
1.22 Evaluating the dangers of using compounds and their impact on personal, environmental, and social health	2.22 Conducting a campaign on drugs (narcotics and psychotropic substances) in school and surrounding environment
1.23 Analyzing the relation between tissue structure of reproductive organs with its function in human reproductive system	2.23 Presenting the result of analysis based on literature on the effect of promiscuity, diseases and abnormalities on the structure and function of organs that cause disruption of the human reproductive system and also the development of human reproductive system technology
1.24 Analyzing the application of reproduction principles in human and exclusive breastfeeding in family planning programs as an effort to improve human resource quality	2.24 Presenting a paper on the importance of preparing a planned generation to improve human resource quality
1.25 Analyzing the roles of immune system and immunization on body physiology process	2.25 Conducting a campaign in surrounding community on the importance of community participation in immunization and immune system improvement program

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the influence of internal and external factors on the growth and development of living things	2.1 Compiling a report on experimental results about the influence of external factor on the process of plant growth and development
1.2 Explaining metabolic processes as enzymatic reactions in living things	2.2 Compiling a report on experimental results about the mechanism of enzymatic action, photosynthetic, and anaerobic respiration
1.3 Understanding the relation between the structure and function of gene, DNA, and chromosome in the application of the principle of heredity in living things	2.3 Presenting the result of literature study on the sequence of protein synthesis process in relation with the delivery of the genetic code (DNA-RNA-Protein)
1.4 Analyzing the process of mitosis (cell division that occurs when a parent cell divides to produce two identical daughter cells or more) as the basis of passing on traits from parents to offspring	2.4 Presenting the result of literature study on mitosis in animal and plant cells
1.5 Applying the principles of heredity based on Mendel's Law (Law of inheritance)	2.5 Presenting the result of the application of Mendel's Law (Law of inheritance) in calculating the probability of living things hybridization in agriculture and animal husbandry
1.6 Analyzing heredity patterns (the way of inheritance from parent to offspring through genes/DNA) in living things	2.6 Presenting the result of the application of heredity patterns (the way of inheritance from parent to offspring through genes/DNA) in calculating the probability of genetic linkage (a phenomenon where certain alleles of different genes are localized on the same chromosome, not far from each other) and crossing over (when two homologous chromosomes exchange genetic material during meiosis and are separated)
1.7 Analyzing heredity patterns in humans	2.7 Presenting data of case study result about the patterns of heredity in human in various aspects of life
1.8 Understanding a mutation (changes in genes and chromosomes) in living things	2.8 Presenting a report of literature study result on mutation which causes variations of a traits in living things
1.9 Explaining the theory, principle, as well as the mechanism of evolution and experts' current views on speciation	2.9 Presenting scientific work on new ideas about the possibilities of an evolutionary view based on the possessed knowledge
1.10 Analyzing the principles of Biotechnology and the application as an effort to improve human welfare	2.10 Presenting a report on the experiment of applying the principles of conventional biotechnology based on scientific method

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



PHYSICS

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Physics

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge.

It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Mathematics works through expansion and justification, reformation, generalization, and / or formulation of facts, axioms, principles, and mathematical concepts. This is related to empirical phenomena and problems encountered and need to be resolved in daily life and in the context of community development.

Physics is a branch of Natural Sciences that underlies the development of advanced technology and the concept of living in harmony with nature. Today's rapid development in the field of information and communication technology is triggered by inventions in the field of material physics through the discovery

of microelectronic devices which, although very small, are capable of carrying a lot of information. Likewise, the management of natural resources and the environment and the reduction of the impact of natural disasters will not run optimally without a good understanding of physics.

Physics learning in Package C Equivalency Education is designed not only to transfer knowledge and skills to students, but also to develop high-level thinking skills (analytical, synthesis, critical, creative, and innovative) through scientific work experience. The mastery of physics learning competency as the foundation of various basic and applied sciences will benefit students in solving everyday life problems and in furthering their education so they can compete in 21st century.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, the Physics subject aims:

1. To form a positive attitude towards physics by realizing the order and beauty of nature and glorifying the greatness of the Almighty God;
2. To develop scientific attitude (curiosity, honesty, optimism, responsibility, objective, open minded, tenacious, critical and able to work with others);
3. To expand knowledge through conducting experiment to be able to formulate problems, propose and test hypothesis, design and assemble instruments, collect, process, and interpret data, and communicate the result in many ways both with verbal and written communication;
4. To advance inductive and deductive reasoning abilities using concept and principles to explain various natural events

and to solve problems both qualitatively and quantitatively;

5. To comprehend the concept and principles of physics in order to be able to increase knowledge and confidence as the provision to continue education to higher level and to develop science and technology.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Physics in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of subject-matters in Physics learning is to study physical phenomena in nature and their measurement through expansion on abstract concept which covers the following aspects:

1. Measurements of various quantities that follow scientific procedures, characteristics of linear and circular motion, Newton's laws, work and energy, momentum, impulse and collisions;
2. Thermal equilibrium, Hooke's law, static and dynamic fluid, temperature and heat, thermodynamics, light and optics, and global warming; and
3. Static and dynamic electricity, electromagnetic waves, alternating current, electromagnetic radiation, the theory of relativity, quantum phenomena, and digital technology.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the nature and scientific methods of physics as well as the role of physics through various physical phenomena found in everyday life	2.1 Practicing scientific methods and work safety through various experiences in everyday life
1.2 Applying the principles of measurement of physical quantities related to accuracy and significant figures	2.2 Presenting the results of measurements of physical quantities with the right techniques and using the ubiquitous equipment and following the rules of significant figures and understanding their physical meaning
1.3 Understanding the principle of adding area vector geometrically	2.3 Designing the resultant area vector using ubiquitous equipment and materials
1.4 Understanding physical quantities in straight motion with constant speed and straight motion with constant acceleration	2.4 Processing the experimental data to determine the characteristics or characteristics of a moving object with constant speed and constant acceleration and understanding their physical meaning
1.5 Understanding parabolic motion using vectors and making association with everyday life	2.5 Processing the experimental data of parabolic motion to determine the characteristics of its motion

competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

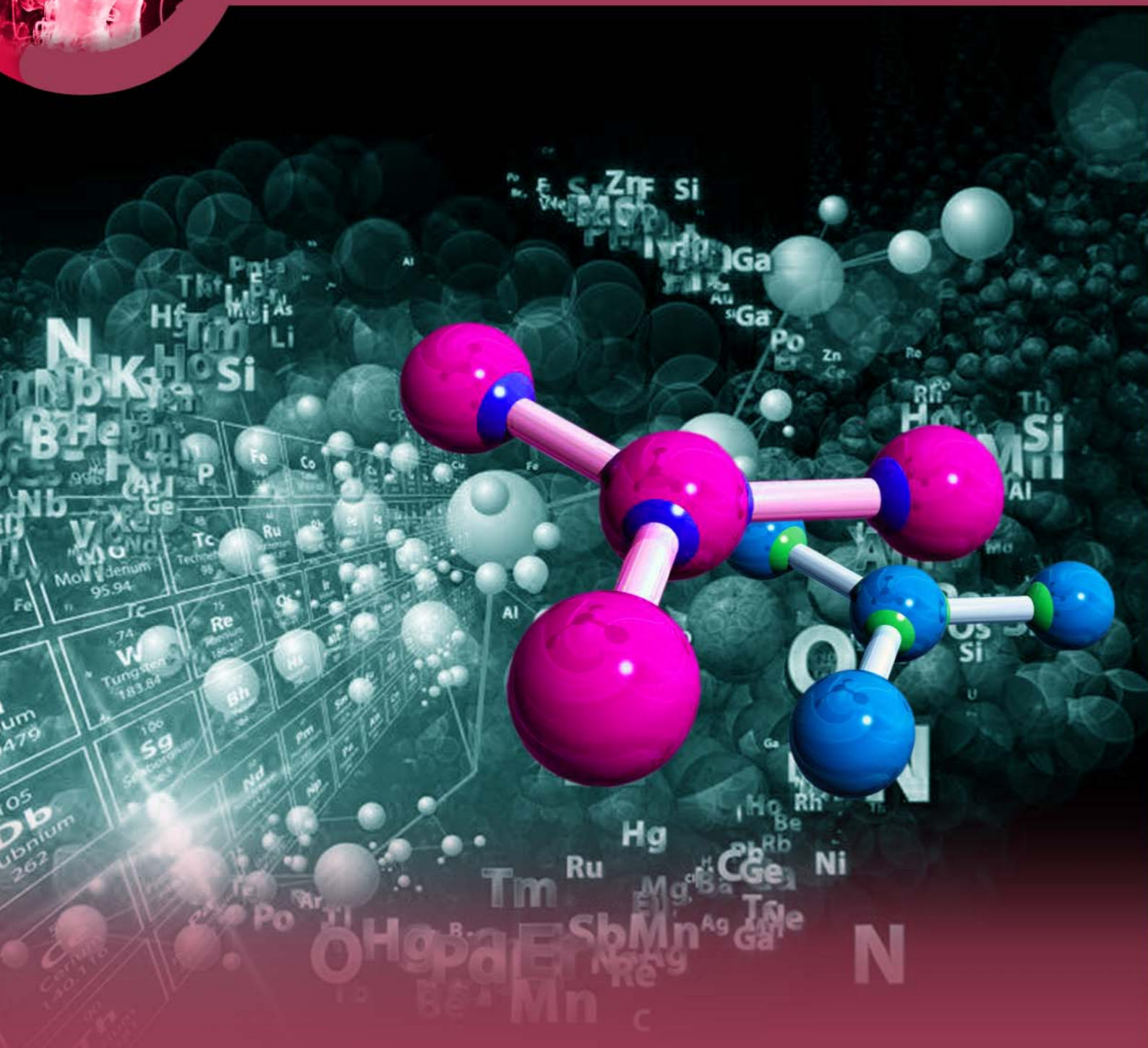
1.6 Understanding the interaction of forces and the relationship between force, mass, and motion of object in circular motion	2.6 Conducting a simple experiment to investigate the interaction of forces and the relationship between force, mass, and acceleration in circular motion and understanding their physical meaning
1.7 Understanding the magnitude of force on the relationship between force, mass and straight motion in everyday life	2.7 Presenting ideas from observations of circular moving objects found in everyday life and their use in technology
1.8 Analyzing the concept of the regularity of planetary motion in the solar system based on Newton's laws qualitatively	2.8 Presenting works from tracing various sources of information on the motion of artificial satellites orbiting the earth, their use and the impact they cause
1.9 Analyzing the concept of energy, work, the relationship between work and energy conversion, and energy conservation law to solve the motion problems in commonplace	2.9 Solving problem using scientific method related to the concepts of energy, work, and energy conservation in motion problem in everyday life
1.10 Applying the concepts of momentum and impulse, and the law of momentum conservation in commonplace	2.10 Designing water rocket or free falling balls on the floor as well as other simple experiments by applying momentum conservation law
1.11 Understanding the relationship between force and vibration and their connection with everyday life	2.11 Conducting a simple experiment on the concept of harmonious vibration on a simple pendulum swing
1.12 Understanding the concept of torque, moment of inertia, center of gravity, and angular momentum in rigid objects (static and dynamic) in everyday life	2.12 Conducting center of gravity experiment on a flat irregularly shaped object and demonstrating the equilibrium of a rigid body
1.13 Applying the properties of material elasticity in everyday life	2.13 Processing the experimental data on the properties and of material elasticity and their use
1.14 Applying hydrostatic laws in everyday life	2.14 Making a simple tool that utilizes hydrostatic properties to facilitate work related to everyday life
1.15 Applying the principle of dynamic fluid in simple ubiquitous technology	2.15 Designing simple project ideas that apply dynamic fluid principles
1.16 Applying the concept of heat, heat transfer and heat capacity and its effect on everyday life	2.16 Conducting a simple experiment about the thermal characteristics of a material to determine heat capacity and heat conductivity
1.17 Understanding the theory of gas kinetic and gas characteristics in confined space	2.17 Solving the physical phenomena related to the theory of gas kinetic concepts
1.18 Understanding the changes in the state of the ideal gas based on the Law of Thermodynamics	2.18 Presenting a simple report on the search results for information about the relationship between pressure, volume, and gas temperature in a confined space
1.19 Analyzing the characteristics of mechanic wave	2.19 Conducting a simple experiment about the characteristics of mechanic wave
1.20 Understanding the concept of stationer wave and travelling wave in various real cases	2.20 Solving the problems of mechanic wave characteristics of a physical phenomena in everyday life
1.21 Applying the concept and principle of sound and light waves in simple ubiquitous technology	2.21 Solving physical problems using the concept and principle of sound wave in everyday life
1.22 Applying the workings of optical devices using the reflecting and refraction properties of light by mirrors and lenses	2.22 Presenting an optical device ideas using the principles of reflection and refraction on mirrors and lenses
1.23 Analyzing the symptoms of global warming and its effects on life and the environment	2.23 Submitting ideas for solving simple problems of global warming in relation to their symptoms and effects

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Applying the working principle of direct current (DC) electrical equipment in everyday life	2.1 Identifying the electrical circuit of one of electrical equipments to draw conclusions about the working principle of direct current (DC) circuit
1.2 Understanding electric force, electric field strength, flux, electric potential, electrical potential energy and its application to various real cases in everyday life	2.2 Identifying simple electrical circuit with several capacitors as a component to conclude the benefits in everyday life
1.3 Applying magnetic induction and magnetic force on various technological products	2.3 Observing the symptoms of magnetic induction and force around electrically driven wires
1.4 Understanding the phenomena of electromagnetic induction in various simple ubiquitous electronic equipment	2.4 Conducting a simple experiment regarding electromagnetic induction and its benefit in everyday life
1.5 Understanding simple alternating current (AC) circuit and its application in everyday life	2.5 Presenting the results of information gathering on the application of AC circuit in everyday life
1.6 Understanding the phenomenon of wave spectrum and electromagnetic radiation, its use in technology, and its impact on life	2.6 Presenting the results of information gathering on the benefits and impacts of electromagnetic wave radiation on technology of everyday life
1.7 Explaining the phenomena of changes in length, time, and mass associated with the frame of reference and equality of mass with energy in the special theory of relativity	2.7 Presenting the results of information gathering from various sources on theory of relativity
1.8 Recognizing quantum symptoms that include the properties of black matter radiation, photoelectric effects, and X-rays in everyday life	2.8 Presenting written report of the results of information gathering on the application of X-rays in various fields (industry and health) in everyday life
1.9 Recognizing the principle of analog and digital data storage and transmission and the application in real information and communication technology in everyday life	2.9 Presenting the results of information gathering on the development of digital technology covering: computer development and data storage development such as hard disk, flash drive, ZIP drive, floppy disk, Compact disc (CD), Digital Versatile Disc (DVD)
1.10 Understanding the characteristics of atomic nucleus, radioactivity, and its use and impact in everyday life and the technology that produces it	2.10 Presenting the results of information gathering on source of radioactive, radioactivity, the use, the impact, and life protection
1.11 Analyzing limited energy sources and its impact on life	2.11 Presenting the ideas of the impact of limited energy sources on life and the efforts to solve this problems with alternative energy

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



CHEMISTRY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Chemistry

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Chemistry learning in Package C Equivalency Education is designed not only to transfer knowledge and skills to students, but also to develop high-level thinking skills (analytical, synthesis, critical, creative, and innovative) through scientific work experience. The mastery of chemistry learning competency as the foundation of various basic and applied sciences will benefit students in solving everyday life problems and in furthering their education so they can compete in 21st century.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, chemistry learning aims for learners to:

1. Live life with positive attitude, critical, creative, innovative, and collaborative thinking, along with honesty and openness, based on the potentials of chemical process and product.
2. Understanding the natural phenomena that happen around us based on the results of scientific study within the disciplines of chemistry.
3. Distinguishing reasonable product from the product that do not conform to chemical principles.
4. Making decision over various choices that are distinguished by scientific matters.
5. Solving problems in life based on scientific consideration.
6. Recognizing and appreciating the role of chemistry in solving human problems
7. Understanding the impact of chemistry development on technology and human life development.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Chemistry in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains

materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The competence at level 5 is achieved through learning about the nature and role of chemistry in daily life, atomic structure and periodic systems, chemical bonds and molecular forms, electrolyte solutions and non-electrolyte solutions, concepts of oxidation reduction reactions and oxidation numbers, nomenclature of inorganic and organic compounds, stoichiometry, hydrocarbon and petroleum compounds, thermochemistry, reaction rates, chemical equilibrium, acids and bases, acid base equilibrium, solubility equilibrium, and colloidal systems.

Meanwhile at level 6, the competence is attained through learning about colligative properties of solutions, redox and electrochemical reactions, chemical elements, carbon compounds, and macromolecules.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal

education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education

to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding scientific method, the nature of chemistry, safety and security of chemicals in the environment, and the role of chemistry in life	2.1 Presenting the results of the design and trial of sugar or salt dissolving
1.2 Analyzing basic atomic particles based on Rutherford and Bohr's atomic model	2.2 Comparing nature phenomena or the results of experiments using atomic models
1.3 Understanding electron configuration and the outer electron configuration pattern for each group in the periodic table	2.3 Locating an element in everyday life into the periodic table based on electron configuration
1.4 Analyzing similarity in the properties of elements in their class and periodicity	2.4 present the results of analysis of elemental data in relation to similarities and periodic characteristics of the elements
1.5 Comparing atomic bonds, covalent bonds, coordinate covalent bonds, and metal bonds, as well as their relation to the properties of the matters	2.5 Distinguishing the characteristics of various ion compounds or covalent compounds based on the physical properties of compounds
1.6 Applying the theory of Valence Shell Electron Pair and Repulsion (VSEPR) and electron domain in determining molecular shape	2.6 Making molecular shape model using materials in surrounding environment or computer software
1.7 Connecting interactions between ions, atoms, and molecules (Hydrogen Bonds, Van Der Waals Forces, and London Dispersion Forces) with the physical properties of substances	2.7 Applying the principle of interactions between ions, atoms and molecules in understanding the physical properties of substances around them
1.8 Analyzing what makes a solution conductive	2.8 Distinguishing electrical conductivity of various solutions through the design and implementation of experiments
1.9 Identifying reduction and oxidation reactions in everyday life using the concept of elemental oxidation numbers	2.9 Analyzing some reactions based on changes in oxidation numbers obtained from experimental data written in the module / book

1.10 Applying basic chemical laws, concepts of relative molecular mass, chemical equations, mole concepts, and substance levels to complete chemical calculations in everyday life	2.10 Analyzing experimental data using basic quantitative chemical laws
1.11 Analyzing the structure and properties of hydrocarbon compounds based on the specificity of carbon atoms and their class of compounds	2.11 Making visual models of various structures of hydrocarbon molecules that have the same molecular formula using materials around
1.12 Understanding the process of fractional distillation of crude oil, the separation techniques, and their uses	2.12 Presenting works on the formation and techniques for separating crude oil fractions and their uses
1.13 Identifying perfect and imperfect hydrocarbon combustion reaction and the nature of combustion substances (CO ₂ , CO, carbon particulates)	2.13 Developing ideas on how to overcome the effects of burning carbon compounds on the environment and health
1.14 Understanding the concept of enthalpy change or reaction at a fixed pressure in the thermochemical equation	2.14 Concluding the results of data analysis of thermochemical experiment at fixed pressure
1.15 Understanding the types of enthalpy reaction, Hess' Law and bond enthalpy	2.15 Comparing the enthalpy change of some reactions (exothermic and endothermic reactions) based on experimental data
1.16 Understanding the factors of concentration, temperature, and particle size that affect the rate of reaction using collision theory	2.16 Presenting the results of information gathering on ways to regulate and store materials to prevent uncontrolled physical and chemical changes
1.17 Determining reaction orders and reaction rate constants based on experimental data	2.17 Reasoning and concluding experimental data about the factors that influence the reaction rate and reaction order
1.18 Understanding equilibrium reactions in the relationship between reagents and the results of reactions and their application in life	2.18 Presenting the results of data processing to determine the equilibrium constant value of a reaction
1.19 Analyzing factors (concentration, volume, pressure, and temperature) that affect the shift in equilibrium direction and its application in industry	2.19 Reasoning and concluding experimental data about the factors that affect the shift in equilibrium
1.20 Understanding of the concept of acids and bases as well as their strength and ionizing equilibrium in solution	2.20 Analyzing the route of pH change on some indicators that are extracted from natural ingredients through experiments
1.21 Analyzing equilibrium ion in salt solution and connecting the pH	2.21 Concluding the acid-base properties of various salt solutions based on the information written in the book / module / internet
1.22 Understanding work principles, calculation of pH, and the role of buffer solutions in the body of living systems	2.22 Determining the pH of the buffer solution with the indicator
1.23 Analyzing data on the results of various types of acid-base titrations	2.23 Concluding the results of acid-base titration experiment data analysis
1.24 Grouping various types of colloidal systems, and understanding the use of colloids in life based on their properties	2.24 Making food or other products in the form of colloids or involving the principle of colloids

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Analyzing the phenomenon of colligative properties of solution (decrease in saturated vapor pressure, increase in boiling point, decrease in freezing point, and osmotic pressure)	2.1 Presenting the result of information gathering on the use of the principle of colligative properties of solution in everyday life
1.2 Distinguishing the colligative nature of electrolyte solutions and non-electrolyte solutions	2.2 Analyzing experiment data to determine the ionizing degree
1.3 Equalizing the redox reaction equation using the half-reaction method and the oxidation number change method	2.3 Determining the sequence of oxidizing or reducing forces based on experiment data result
1.4 Analyzing the process that occurs in Volta cells and understanding their uses	2.4 Designing Volta cells by using available materials around
1.5 Analyzing factors that influence the occurrence of corrosion and how to overcome it	2.5 Submitting ideas to prevent and overcome corrosion
1.6 Applying the stoichiometry of redox reactions and Faraday's law for calculating quantities related to electrolysis cells	2.6 Presenting the design of procedures for plating metal objects of a certain thickness and area
1.7 Analyzing the abundance, tendency of physical and chemical properties, benefits, and the process of making main group elements (noble gases, halogens, alkali metals, alkaline earths) that are widely used in life	2.7 Presenting resulted data of information gathering on the properties and the making of main group elements (noble gases, halogens, alkali metals, alkaline earths) that are widely used in life
1.8 Analyzing the abundance, tendency of physical and chemical properties, benefits, and the process of making period 3 elements and transition groups (period 4) that are widely used in life	2.8 Presenting resulted data of information gathering on the properties and making of period 3 and transition group (period 4) elements that are widely used in life
1.9 Analyzing the structure, nomenclature, properties, synthesis, and the use of carbon compounds that are widely used in life	2.9 Presenting the result of information gathering on the synthesis and functional groups of carbon that are widely used in life
1.10 Analyzing the structure, nomenclature, properties, and the use of benzene and its derivatives	2.10 Presenting the result of information gathering on some hazardous and non-hazardous derivatives of benzene
1.11 Analyzing the structure, nomenclature, properties, and classification of macromolecules	2.11 Analyzing the result of information gathering on the production and impact of a macromolecule product



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



GEOGRAPHY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Geography

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Geography learning is designed for students to be able to solve social problems related to natural symptoms and events on earth that affect the earth itself or the living systems. With a good understanding of geography, the management of natural resources and the environment and the reduction of the impact of natural disasters will run optimally.

B. Aim

In general, the curriculum of equivalency education targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, Geography subject-matter aims for learners to have the following abilities:

1. To think critically and be able to solve problems related to spatial change on the earth surface, the damage and conservation efforts of living environment, the distribution and utilization of natural resources, and various local, national, and global impacts of changes in geosphere.
2. To create and renew the physical and social environmental as resources that can be utilized as much as possible and managed wisely by upholding values of tolerance towards the diversity of national culture for the purpose of human welfare.
3. To be literate of information technology, media, and communication related to the management of map, remote sensing imagery, and Geographic Information Systems (GIS) which can be applied as a geography analyst tool for policy making on a local, national and international scale.
4. To learn by context as an integral part of understanding spatial issues and the interaction of physical and social environments independently and sustainably.
5. To cooperate and communicate for the establishment of spatial relations in the local, national and international environment by continuing to demonstrate the love for the homeland, be proud of being a part of

Indonesian nation, and responsible for the integrity of the Unitary State of Indonesia (NKRI) based on Pancasila and the 1945 Constitution.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Geography in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Geography learning material in Senior High Schools is oriented to the growth of spatial literacy and geography skills, physical geography, human geography, and environmental interactions for level V, and understanding regional geography, geography utilization, and global connections as well as management of change for level VI .

Details of these materials are as follows:

1. Spatial literacy and geography skills that encompass basic and applied knowledge of geography in everyday life. The subject matter is to introduce the scope, object of study, principles, concepts and approaches to geography.
2. Physical geography includes the dynamics of planet earth as a space of life, the dynamics of the lithosphere, atmosphere, hydrosphere, and the biosphere (geosphere)

and its impact on life. This study of physical geography will be synthesized with other aspects and represented in the form of visual, verbal, mathematical, digital, and cognitive (mind maps).

3. Human geography covers the population dynamics in Indonesia and national cultural diversity as national identities based on patterns of distribution, uniqueness, and interaction processes to maintain national harmony. The study of human geography is also synthesized with other aspects and represented in the form of visual, verbal, mathematical, digital, and cognitive (mind maps).
4. Environmental interactions include the condition of the territory of Indonesia, the distribution of Indonesia's natural resources, and mitigation and adaptation of natural disasters based on the value of local wisdom and sustainable development.
5. Regional geography includes regional and territorial concepts, spreading patterns and rural-urban spatial interactions, and regionalization of geographic phenomena in the world. The study will be directed at the context of integration in place, interdependence between places, and interdependence between scales.
6. The use of geography includes the use of maps, remote sensing, Geographic Information Systems (GIS) in the development of transportation networks, land use, environmental health, and potential disasters. The expected competencies are that students are able to display them in the form of visual, verbal, mathematical, digital, or in the mindset (cognitive).

7. Global connection and management of changes that include international trade connectivity (movement of goods, services, capital, or labor, transfer of technology, and information) in developed and developing countries.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the objects, scopes, principles, concepts, approaches, and skills of geography and its use in everyday life	2.1 Presenting in writing examples of concepts, approaches, and skills of geography and its use in everyday life
1.2 Understanding the components of and how to read map, the basic of cartography, satellite imagery, aerial photography, and how Geographic Information System (GIS) works	2.2 Making a thematic map such as local population density map, land-use map, or road network map and/or the earth map of one of the islands in Indonesia
1.3 Understanding how to conduct a simple geographic research using map	2.3 Presenting the result of simple geographic research in writing equipped with maps and charts/ images/ tables/graphs/photos/videos
1.4 Analyzing the process of earth formation and the development of life development along with the influencing factors	2.4 Presenting the characteristics of earth that support the development of life in writing equipped with maps and charts/images/ tables/graphs/photos/ videos
1.5 Analyzing endogenic and exogenic geomorphic processes in lithosphere along with their impacts towards life	2.5 Presenting the endogenic and exogenic geomorphic processes in lithosphere along with their impacts towards life in writing equipped with maps and charts/images/ tables/graphs/photos/videos
1.6 Analyzing elements of weather and climate in atmosphere and their impacts towards life	2.6 Presenting the elements of weather and climate in atmosphere and their impacts towards life in writing equipped with maps and charts/images/ tables/graphs/photos/videos
1.7 Analyzing the process of water, inland water, and sea water cycles along with their impacts in life	2.7 Presenting the process of water, inland water, and sea water cycles along with their impacts in life in writing equipped with maps and charts/ images/ tables/graphs/photos/videos
1.8 Understanding the territory condition and Indonesia's strategic position as global maritime axis in international maritime and trade	2.8 Presenting the examples of potentials and benefits of Indonesia's strategic position as global maritime axis in international maritime and trade in writing equipped with maps and charts/ images/ tables/graphs/photos/videos
1.9 Analyzing the distribution of flora and fauna in Indonesia and/or the world based on the environment condition	2.9 Making a map about the distribution of flora and fauna in Indonesia and/or the world equipped with the images of endemic animals and plants
1.10 Analyzing the distribution and management of forestry, mining, marine, and tourism resources in accordance with the principles of sustainable development	2.10 Making a distribution map of forestry, mining, marine, and tourism resources in Indonesia.

1.11 Analyzing the potentials and distribution of foodstuff, industrial materials as well as new and renewable energy sources in Indonesia	2.11 Making a distribution map of foodstuff, industrial materials as well as new and renewable energy sources in Indonesia
1.12 Analyzing population dynamics related to changes in population, population movements, and human development indices for development planning in Indonesia	2.12 Presenting local population data in the form of maps and charts/tables/graphs
1.13 Analyzing the distribution and factors that influence the uniqueness and diversity of regional culture as part of national culture	2.13 Making a simple map about the distribution of regional cultural elements as part of national culture
1.14 Analyzing types and management of natural disasters through education, local wisdom, and the use of modern technology	2.14 Making simple sketch/floor plan/map about the local potential disaster and the strategies to reduce the impact of disasters based on the sketch/floor plan/map

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the concept of region as in formal and functional regions and territories in national, provincial and district / city spatial planning	2.1 Making grouping map of land use in district/city/ provincial territories based on local territorial data
1.2 Analyzing the spatial structure of village and city, interaction between village and city, and also its connection to efforts in equitable development	2.2 Writing about efforts in equitable development in the village and city equipped with map and chart/table/graph/diagram
1.3 Analyzing transportation network and land use using earth map/satellite imagery/aerial photography and Geographic Information System (GIS) for the development of territorial potential and environmental health	2.3 Presenting thematic map for the development of territorial potential and environmental health based on earth map/satellite imagery/aerial photography and Geographic Information System (GIS)
1.4 Analyzing the characteristics of developed and developing countries in the scope of free market	2.4 Writing about the cooperation between Indonesia and developed and developing countries in the scope of free market, equipped with map and table/graph/diagram

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



SPECIALIZATION OF HISTORY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Specialization of History

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For

this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

The subject of History Specialization is designed to improve students' ability to develop themselves in the context of community development, foster awareness of the national perspective, and develop historical thinking that is transformed in everyday life.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, History Specialization subject aims for learners to have the following abilities:

1. To develop knowledge and understanding of the lives of people and nations of Indonesia and the world;

2. To develop a sense of nationality, love for the country, and respect for the achievements of the Indonesian people and humanity in the past;
3. To build awareness about the concepts of time and space in historical thinking;
4. To develop historical thinking, historical awareness, historical skills, and insight into historical issues, and apply these abilities, skills and insights in today's life;
5. To develop behaviors based on values and morals which reflect the personal character, as well as the characters of the society, and nation;
6. To instill present and future life-oriented attitudes based on past experiences;
7. To understand and be able to handle controversial issues to examine the problems that occur in the community; and
8. To understand international developments in examining actual phenomena and global issues

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of History Specialization in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of learning History Specialization in Package C for level V includes the materials related to the basic principles of history, the early civilizations of the world and Indonesia, the development of traditional countries in Indonesia,

the colonial period, the great world revolution and its influence, the rise of Indonesian heroism and nationality, the proclamation and development of Indonesian nation and its people to analyze the connection between the historical events and to discover the concept or theory, facts and causality behind the events.

Meanwhile the scope of learning for level VI focuses on creating or reconstructing a historical event in the form of writing related to the struggle to defend Indonesia's independence, the world during the cold war and global political changes, Indonesia in the era of liberal democracy and guided democracy.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Analyzing human life in space and time	2.1 Presenting in the form of writing and / or other media the results of the study of the relevance of human life in space and time
1.2 Analyzing human life in change and sustainability	2.2 Presenting the written results of the study of the relevance of human life in change and sustainability
1.3 Analyzing the relevance of historical events about humans in the past for present life	2.3 Making writing about the results of the study of the relevance of past life for the present life
1.4 Analyzing history as a science, event, story, and art	2.4 Presenting in the form of writing and / or other media the results of a study of history as a science, event, story and art
1.5 Analyzing diachronic and synchronic ways of thinking in historical works	2.5 Presenting in the form of writing and / or other media the results of the study of the application of diachronic and synchronic ways of thinking in historical works
1.6 Evaluating the advantages and disadvantages of various forms / types of historical sources (artifacts, fossils, textual, non-contextual, material, visual, audiovisual, oral traditions)	2.6 Presenting in the form of writing and / or other media the results of evaluating of the advantages and disadvantages of various forms / types of historical sources (archaeological objects, artifacts, fossils, written material (textual), unwritten material (non-textual), visual objects, audiovisual objects, and oral tradition)
1.7 Understanding historical research steps ((searching & discovering (heuristics), evaluating sources (verification), interpreting facts (interpretation / explanation), and writing history (historiography))	2.7 Implementing the steps of historical research ((searching & discovering (heuristics), evaluating sources (verification), interpreting facts (interpretation / explanation), and writing history (historiography)) in studying the historical sources around it
1.8 Analyzing the characteristics of traditional, colonial, and modern history (historiography) writing	2.8 Presenting in the form of writing and / or other media the results of the study of traditional, colonial, and modern history (historiography) writing features
1.9 Analyzing the similarities and differences between early humans in Indonesia and the world with modern humans in physical and non-physical aspects	2.9 Presenting in the form of writing and / or other media the results of the study of the similarities and differences between early humans in Indonesia and the world with modern humans in physical and non-physical aspects
1.10 Analyzing the early lives of Indonesian people in the aspects of religious beliefs, social, culture, economy and technology and their influence in today's life	2.10 Drawing conclusions from the results of the analysis of the early life relationships of Indonesian people in the aspects of religious beliefs, social, cultural, economic and technological as well as their effects on contemporary life

1.11 Analyzing the early civilizations of the world and their relevance to present-day civilization especially in Indonesia in the aspects of environment, law, religious beliefs, government and social	2.11 Presenting in the form of writing and / or other media the results of analysis of the world's early civilizations and their relevance to present-day civilization, especially in Indonesia in environmental, legal, belief, government and social aspects
1.12 Analyzing Indonesian maritime kingdoms during the Hindu-Buddhist period in the system of government, social, economy and culture and its influence on the lives of Indonesians today	2.12 Presenting in the form of writing and / or other media the results of analysis of Indonesian maritime kingdoms during the Hindu-Buddhist period in the system of government, social, economy and culture and its influence on the lives of Indonesians today
1.13 Analyzing Indonesian maritime kingdoms during the Islamic period in the system of government, social, economy and culture and its influence on the lives of Indonesians today	2.13 Presenting in the form of writing and / or other media the results of analysis of Indonesian maritime kingdoms during the Islamic period in the system of government, social, economy and culture and its influence on the lives of Indonesians today
1.14 Analyzing the thoughts that underlie important events in Europe include the Renaissance, Mercantilism, Reformation of the Church, Aufklarung, the Industrial Revolution and their influence on the lives of the Indonesian people and other nations in the world today	2.14 Make papers about the thoughts that underlie important events in Europe including the Renaissance, Mercantilism, Reformation of the Church, Aufklarung, the Industrial Revolution and its influence on the lives of the Indonesian people and other nations in the world today
1.15 Analyzing the thoughts that underlie the great world revolutions (America, France, China, Russia and Indonesia) and their influence on human life in the present	2.15 Presenting in the form of writing and / or other media the results of analysis about the thoughts that underlie the great world revolutions (America, France, China, Russia and Indonesia) and their influence on human life in the present
1.16 Analyzing the relations of the development of big ideologies such as democracy, liberalism, socialism, nationalism, Pan Islamism with the nationalist movement in Asia-Africa	2.16 Presenting in the form of writing and / or other media the results of analysis about the relations of the development of big ideologies such as democracy, liberalism, socialism, nationalism, Pan Islamism with the nationalist movement in Asia-Africa
1.17 Analyzing the influence of World War I and World War II on global political life (LN and UN)	2.17 Presenting in the form of writing and / or other media the results of analysis about the influence of World War I and World War II on global political life (LN and UN)
1.18 Analyzing the response of the Indonesian people to imperialism and colonialism in the spheres of politic (organization of movement), economy (a form of resistance to monopoly practices), socio-cultural (artistic and literary works), and education (Taman Siswa and INS Kayu Tanam schools)	2.18 Presenting in the form of writing and / or other media the results of analysis of the response of the Indonesian people to imperialism and colonialism in the political, economy, socio-cultural, and educational spheres
1.19 Analyzing the roots of Indonesian nationalism and its influence to the present	2.19 Presenting in the form of writing and / or other media the results of the study of the roots of Indonesian nationalism and its influence to the present
1.20 Analyzing the roots of Indonesian democracy and its influence to the present	2.20 Presenting in the form of writing and / or other media the results of the study of the roots of Indonesian democracy and its influence to the present
1.21 Analyzing similarities and differences about national development strategies	2.21 Process information about similarities and differences about national development strategies and presenting them in the form of historical stories

1.22 Analyzing the life of the Indonesian people in the social, economic, cultural, military and educational fields during the Japanese occupation	2.22 Compiling historical stories about the life of the Indonesian people in the social, economic, cultural, military and educational fields during the Japanese occupation
1.23 Analyzing the thoughts in the Charter of the United Nations, the Proclamation of 17 August 1945, and the state instruments and their meanings for the life of the nation and the people of Indonesia in the present	2.23 Presenting in the form of writing and / or other media the results of the analysis of the thoughts in the Charter of the United Nations, the Proclamation of August 17, 1945, and the state instruments and their meanings for the life of the nation and state in the present

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Critically analyzing the international response to the proclamation of Indonesian independence	2.1 Critically presenting in the form of writing and / or other media the international response to the proclamation of Indonesian independence
1.2 Evaluating the development of Science and Technology in the era of globalization and its impact on human life	2.2 Presenting in the form of writing and / or other media the results of the analysis of the development of Science and Technology in the era of globalization and its impact on human life
1.3 Analyzing the active role of the Indonesian people during the Cold War and its impact on global politics and economics	2.3 Reconstructing the active role of the Indonesian people during the Cold War and its impact on global politics and economics and presenting it in the form of writing and/or other media
1.4 Analyzing the history of regional and global organizations namely NATO, SEATO, PAKTA, WARSAWA, CENTO, ANZUS, SAARC, OPEC, APEC, EEC, GATT, WTO, AFTA, NAFTA, CAFTA, and their influences on Indonesia	2.4 Reconstructing the history of regional and global organizations namely NATO, SEATO, PAKTA, WARSAWA, CENTO, ANZUS, SAARC, OPEC, APEC, EEC, GATT, WTO, AFTA, NAFTA, CAFTA, and their influences on Indonesia and presenting it in the form of writing and/or other media
1.5 Evaluating the present (contemporary) history of the world that includes the collapse of South Vietnam, Apartheid in South Africa, USSR, East Germany, Yugoslavia, Czechoslovakia	2.5 Reconstructing the present (contemporary) history of the world that includes the collapse of South Vietnam, Apartheid in South Africa, USSR, East Germany, Yugoslavia, Czechoslovakia and their influences on Indonesia and presenting it in the form of writing and/or other media
1.6 Analyzing the conflicts in the Middle East, Southeast Asia, South Asia, East Asia, Europe, Africa and Latin America	2.6 Presenting in the form of writing and / or other media the results of the analysis of the conflicts in the Middle East, Southeast Asia, South Asia, East Asia, Europe, Africa and Latin America

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



SOCIOLOGY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Sociology

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Sociology subject-matter in high school is designed to increase students' awareness of social problems in society and develop students' ability to collaborate, take collective actions in solving social problems, and develop students' public lives.

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, sociology learning aims for learners to:

1. Improve the mastery of Sociology knowledge which is oriented to problem solving and social empowerment.
2. Develop Sociology knowledge in practice or to practice Sociology knowledge to increase students' skills in solving social problems.
3. Grow religious attitudes and high social ethics among students so that they have sensitivity, care, and responsibility for solving social problems.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Sociology in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

Referring to Sociology competencies in High School, the competencies to be achieved in equivalency education are oriented towards the growth of individual and social awareness, sensitivity and concern for social issues, and

social problem solving responsibilities through learning materials related to individuals, relationships between individuals, groups, relationships between groups, social relations, institutions or social institutions, methods of social research, social problems, conflicts and their solutions, and the formation of cooperation for level 5, and the ability to conduct social empowerment through learning materials related to social change as an impact of globalization, inequality, and empowerment of local communities for level 6.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding Sociology as a science having social reality as the objects of study, and research method to study the social reality	2.1 Making sense of environment observation result on social reality using sociological knowledge
1.2 Recognizing and identifying the formation of individual identities, group identity, social relations between individuals and groups, and the need to establish social institutions to create social order.	2.2 Processing reality from recognizing and identifying the formation of individual identities, group identity, social relations between individuals and groups, and the need to establish social institutions to create social order.
1.3 Applying the basic concepts of Sociology, including social differences, both between individuals and groups, and social diversity based on ethnic, religious belief, racial, and economic differences to understand the various social symptoms in society.	2.3 Linking social reality using the basic concepts of Sociology that include social differences and diversity in order to recognize various social symptoms in society.
1.4 Understanding the definition of social research methods, types of social research, stages of social research, starting from designing, implementing, and reporting the results of research, to recognizing social symptoms in society.	2.4 Conducting a simple social research to recognize various social symptoms and interaction in society which is useful for business development and community empowerment.
1.5 Understanding social grouping in society, from the beginning process of its formation to the existence of various types of groups in the community that are formed on the basis of economic, political, cultural interests, and group characteristics from a Sociological perspective and approach.	2.5 Reasoning about the occurrence of social grouping and the formation of social or public life from the existence of various social groups in society based on economic, political and cultural interests, from the Sociology point of view

1.6 Analyzing social problems in relation to the dilemmas of group interests with the public interest.	2.6 Giving a response to social problems in relation to the dilemma of group interests and public interests by aligning the interests of the group with the public interest.
1.7 Understanding the importance of the principle of equality to address social differences in society for the realization of a peaceful and democratic society.	2.7 Applying the principle of equality to overcome social differences in the community by presenting common interests in order to realize the life of a peaceful and democratic society.
1.8 Analyzing the causes of social conflict and how to overcome social conflicts by conducting conflict mapping, including the background of the problems, the related parties, the conflict dynamics, and alternative solutions to conflicts, towards creating peace in the community.	2.8 Mapping conflicts that occur in the surrounding environment, including background problems, related parties, conflict dynamics, and alternative solutions to conflicts, towards creating peace in the community.
1.9 Analyzing the impact of conflict on social divisions and how to overcome them with recovery, and reconciliation of conflicts that have become violent towards the creation of cooperation and peace in the community.	2.9 Conduct simple research that is oriented to solve problems related to social problems with the conflicts that occur in the surrounding community



Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules

1.1 Understanding social change that includes types of social change, factors causing social change, and the impacts arising from social changes	2.1 Making sense of the occurrence of social problems in the environment based on observation and discussion of the causes and consequences of social change
1.2 Understanding various social problems that occur in local communities as the impact of socio-economic modernization, technological advances, expanding use of means of communication, and lifestyle changes in people's lives resulted from globalization	2.2 Categorizing a variety of social problems that occur in local communities as an impact of globalization in order to find the best solution
1.3 Understand the causes of social inequality in local communities and their connection with social change as a result of globalization	2.3 Processing the results of studies and observations about social inequality in local communities and its connection with social changes as a result of globalization
1.4 Describing how to implement strategies for empowering local communities in encountering the impact of globalization by prioritizing local wisdom values	2.4 Designing, implementing, and reporting an action agenda for empowering local community in encountering globalization by prioritizing local wisdom values
1.5 Evaluating actions of local community empowerment in encountering globalization as a form of independence in addressing social inequality in the community. It covers the aspect of purpose, action agenda, and achieved result	2.5 Elaborating a variety of social empowerment alternatives that in accordance with local wisdom values and principles of increased capacity and independence of local community in addressing social change as a result of globalization





ECONOMICS

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Economics

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Economics subject in high school is designed to prepare new generation of people who are knowledgeable, skillful, and have responsibility in economic activities to fulfill their needs related to the production, distribution and consumption of goods and services. In particular, economic subject has an important

meaning to improve the ability of students to develop themselves into creative and efficient individuals to process resources in the surrounding environment so as to provide benefits for themselves, their family, and society. In addition, through studying Economics students also learn to increase awareness of economic problems in the community and their ability to establish cooperation and partnerships for a better life.

B. Aim

In general, the curriculum of equivalency education targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, Economics subject-matter aims for learners to have the following abilities:

1. Understanding a number of economic concepts to link economic events and problems with everyday life, especially those that occur in individuals, households, communities and countries.
2. Showing a curious attitude towards a number of economic concepts needed to explore economics.
3. Establishing a wise, rational, and responsible attitude by possessing knowledge and skills in economics, and management that are beneficial for themselves, the household, the community, and the country.
4. Make responsible decisions for socio-economic values in a pluralistic society, both on a national and international scale.
5. Applying economics in real life that drives productivity and avoids consumerism.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human

resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Economics in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

Referring to the Economics competency in formal education, the competencies to be achieved in equivalency education are oriented to mastering economic concepts at the micro and macro level for level V, and the ability to record financial services and trade companies at level VI. Economic learning materials in general include microeconomics, macroeconomics, international trade, introduction to management, and accounting which can be described as follows:

1. The concept of economics, providing an understanding of needs, scarcity and priority scale, opportunity costs, distribution of economics, economic principles and motives, economic problems, the role of economic actors, and markets and market structures.
2. Financial services institutions (forms and services provided), systems and payment instruments, authorities that regulate monetary and fiscal policies, inflation / deflation, and monetary and fiscal policies.
3. Labor, national income, development and economic growth, state budget (APBN), and regional budget (APBD).
4. Business entity, knowledge and application of management.

5. The theory of international trade, trade and payment balance, international cooperation, and trade barriers.
6. Accounting as a provider of financial information, accounting records of service and trading companies.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency

education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Describing the concept of economics, scarcity, and opportunity cost	2.1 Applying the concept of economics in overcoming scarcity and opportunity cost issues in daily life
1.2 Analyzing economic issues in socialist, capitalist, and mixed economic systems	2.2 Presenting the result of analysis on economic issues in a socialist, capitalist, or mixed economic system
1.3 Analyzing the role of producer, consumer, government, and foreign society based on the theory of producer and consumer behavior in economic activities	2.3 Presenting the result of analysis on the role of producer, consumer, government, and foreign society based on the theory of producer and consumer behavior in economic activities

1.4 Describing the formation of market equilibrium, elasticity, as well as perfect and imperfect competitive markets	2.4 Presenting the impact of changes in price and quantity on market equilibrium and elasticity
1.5 Describing the role of bank, non-bank financial institution, and micro finance institution under the supervision of Financial Services Authority (OJK) in the Indonesian economy	2.5 Presenting the result of identification on local community activities in utilizing available financial services
1.6 Describing the role of central bank as one of monetary, payment system, and payment instrument authorities in the Indonesian economy	2.6 Presenting the role of central bank as one of monetary, payment system, and payment instrument authorities in the Indonesian economy
1.7 Describing the concept of a business entity by type of activity and capital ownership in the Indonesian economy	2.7 Presenting the role, function, and activity of business entity according to the type of activity and capital ownership towards improving the economy of the surrounding communities
1.8 Describing the role of cooperatives in the Indonesian economy	2.8 Applying the cooperative management in surrounding environment
1.9 Describing the levels, elements, functions, and fields of management	2.9 Applying the functions of planning, organizing, leading, and controlling in managing community activities
1.10 Analyzing the concept and method of calculating national income	2.10 Presenting the result of national income calculation by the concept, the production approach, the expenditure approach, and the income approach
1.11 Analyzing the concept of economic growth, economic development, as well as the issues and the solutions	2.11 Presenting the result of analysis on economic growth and development issues in local area and the proposed ways to overcome them
1.12 Analyzing the labor issue in economic development	2.12 Presenting the result of analysis on the cause, impact, and solution of labor issue in economic development
1.13 Understanding the price index and inflation	2.13 Presenting the result of identification on price index and inflation in local area
1.14 Analyzing monetary and fiscal policy and also their impacts on economy	2.14 Presenting the result of analysis on the impacts of monetary and fiscal policy on regional economy
1.15 Analyzing the functions, the roles, and the management of state budget (APBN) and regional budget (APBD) in economic development	2.15 Presenting the result of analysis on the functions, the roles, and the management of state budget (APBN) and regional budget (APBD) in economic development
1.16 Analyzing taxation in economic development	2.16 Presenting the result of analysis on the functions and the roles of taxation in regional economic development
1.17 Describing the forms of international economic cooperation	2.17 Presenting the forms and benefits of international economic cooperation and also its impact on regional economy
1.18 Analyzing the concept and policy of international trade	2.18 Presenting the result of analysis on the impact of international trade on national economy

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Describing the concept of accounting as a system of information	2.1 Presenting the concept of accounting as a system of information
1.2 Describing the concept of basic accounting equation and debit/credit mechanism	2.2 Presenting the basic accounting equation
1.3 Understanding the steps of accounting process encompassing journal entries, general ledger, trial balance, worksheet, and financial report at a service company	2.3 Making a financial statement as the result of the accounting process at a service company
1.4 Understanding the closing process of accounting in at service company	2.4 Making a closing journal and trial balance after the closing as a result of the accounting process at a service company
1.5 Understanding the steps of accounting process encompassing journal entries, general ledger, trial balance, worksheet, and financial report at a trading company	2.5 Making a financial statement as the result of the accounting process in a trading company
1.6 Understanding the closing process of accounting at a trading company	2.6 Making a closing journal and trial balance after the closing as a result of the accounting process at a trading company





CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



INDONESIAN LANGUAGE AND LITERATURE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Indonesian Language and Literature
Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is

specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Indonesian Language subject is designed to literate students so they are able to develop their ability to understand, interpret, and create text that is precise, accurate, fluent, and be full of confidence while studying at school and for mingling in community. Literacy is also important to build a critical and creative attitude towards various life phenomena. This critical and creative attitude is useful for developing personal skills that focus on rational thinking skills that prioritize information-gathering skills.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, *Bahasa Indonesia* (Indonesian language) aims for learners to have the following abilities:

1. To communicate effectively and efficiently in accordance with applicable ethics both in writing and oral communication.
2. To appreciate and be proud of using Indonesian as a language of unity and a national language.
3. To understand Indonesian and use it properly and creatively for various purposes.
4. To use Indonesian to increase intellectual ability, as well as emotional and social maturity.
5. To enjoy and utilize literature to widen knowledge, refine character, and improve language knowledge and ability.
6. To appreciate and be pride of Indonesian as cultural and intellectual repertoire of Indonesian people.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Indonesian Language in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally,

contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Indonesian Language learning includes knowledge about language and how to use language effectively. Learners learn how Indonesian allows people to interact effectively; build and foster relationships; express and exchange knowledge, skills, attitudes, feelings, and opinions. Learners also learn to understand, interpret, and communicate effectively through coherent texts, using well-organized sentences, including spelling, punctuation at the broader level of words, sentences, and texts.

The choice of text includes media text, everyday text, and working world texts. The range of text weights from level 1 to level 6 gradually becomes more complex and increasingly difficult, from everyday language to personal experience, technical and special language, and language for academic purposes. Learners are faced with language for various purposes, audiences, and contexts. They are exposed to a variety of knowledge and opinions presented and developed in multimodal text and presentation (verbal, printed, and digital context) so that their competence in listening, viewing, reading, speaking, writing and creating develops systematically and has future perspective. Through text-based learning, an understanding of language, language as a system and language as a vehicle for knowledge and communication learners will become productive speakers of Indonesian, both orally and in writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done

so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according

to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Interpreting information from a table and or graph by intensive reading	2.1 Altering the form of information from a table and or graph into verbal or written description
1.2 Describing information in objective narrative text about the history of a figure (literature and language) by considering the interesting and exemplary points	2.2 Writing an objective narrative text about the history of a figure (literature and language) by considering the interesting and exemplary points
1.3 Explaining information about word categories in a text	2.3 Applying various word categories in verbal or written text sentences
1.4 Describing the process of morphology (affixation, compounding, repetition, and absorption) in sentences	2.4 Explaining the process of morphology (affixation, compounding, repetition, and absorption) in sentences
1.5 Identifying the types of phrase and phrase construction in sentences	2.5 Applying types and constructions of phrase in sentences verbally and in writing
1.6 Distinguishing the types of meaning (connotative and denotative, grammatical and lexical, figurative and literal, referential and non-referential, general and specific, word change and shift) and the relationship of word meaning	2.6 Applying types of meaning (connotative and denotative, grammatical and lexical, figurative and literal, referential and non-referential, general and specific, word change and shift) and the relationship of word meaning

1.7 Interpreting verbal or written Classical Malay literature (the hikayat)	2.7 Retelling Classical Malay literature (the hikayat) verbally and in writing
1.8 Analyzing poetry with the theme of social, culture, and humanity by considering physical structure (typography, diction, image, concrete word, figurative language, verification: rhyme, rhythm, and meter) and inner structure (sense, feeling, tone, and intention).	2.8 Writing a poetry with the theme of social, culture, and humanity by considering physical structure (typography, diction, image, concrete word, figurative language, verification: rhyme, rhythm, and meter) and inner structure (sense, feeling, tone, and intention).
1.9 Identifying the opinion of the resource person in a debate with the theme of science, technology, art, culture, and or humanities	2.9 Debating with the theme of science, technology, art, culture, and or humanities or other relevant themes
1.10 Analyzing the content of the presented paper with the theme of science, technology, art, culture, and or humanities	2.10 Presenting a research paper with the theme of science, technology, art, culture, and or humanities verbally or in writing.
1.11 Analyzing various types of clause in scientific texts with theme of education, living environment, social, and or culture, or other relevant themes	2.11 Presenting report on analysis result of types of clause in scientific texts with theme of education, living environment, social, and or culture, or other relevant themes
1.12 Identifying various types of sentence (active and passive, transitive and intransitive, verbal and nominal, single and compound, major and minor, direct and indirect, version and inversion) in novels.	2.12 Summarizing the contents of a novel using various types of sentence (active and passive, transitive and intransitive, verbal and nominal, single and compound, major and minor, direct and indirect, version and inversion) in novels
1.13 Identifying assorted literature genre based on Indonesian literature periodization from various sources	2.13 Presenting the identification result of various literature genre based on Indonesian literature periodization verbally and in writing
1.14 Analyzing the (cultural, social, moral, religious and educational) values of one short story or more	2.14 Presenting the analysis result of the comparison of (cultural, social, moral, religious and educational) values of one short story or more verbally or in writing
1.15 Analyzing the (cultural, social, moral, religious and educational) values of a novel	2.15 Revealing the (cultural, social, moral, religious and educational) values of a novel verbally or in writing
1.16 Evaluating (live or recorded) drama performances	2.16 Performing drama scripts related to daily life



Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Formulating various opinions in seminars and or panel discussions about science, technology, art, culture, and humanities or other relevant themes	2.1 Presenting paper on the formulation of various opinions in seminars and or panel discussions about science, technology, art, culture, and humanities or other relevant themes
1.2 Identifying information in the report on the implementation of activities at school or in the neighborhood	2.2 Composing a report on the implementation of school or neighborhood activity
1.3 Analyzing cohesion and coherence in a scientific article	2.3 Composing a scientific article by paying attention to cohesion and coherence
1.4 Reviewing the content and linguistic elements of a novel	2.4 Presenting verbally and in writing the review on the content and linguistic elements of a novel in a book review activity
1.5 Identifying sentences in various languages in spoken and written texts	2.5 Presenting both verbally and in writing a text with a variety of languages
1.6 Analyzing the physical an inner structures of a translated poetry	2.6 Converting a translated poetry into prose
1.7 Reviewing classical Malay literary texts	2.7 Translating the classical Malay literary text from Arabic script to Latin script
1.8 Identifying the content and elements of a non-fiction book	2.8 Writing report about the content and elements of a non-fiction book





CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



ENGLISH LANGUAGE AND LITERATURE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: English Language and Literature
Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates

equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

English is one of the international languages that plays an important role in developing the insight and competitiveness of the younger generation at the international level. English allows students to begin to recognize the noble values and positive characters that develop in various nations, learn to respect, and even try to imitate them. With English language skills, students are expected to develop their insights about science, technology, art and culture that develop in other countries around the world. Likewise, vice versa, students can also communicate science, technology, art and culture that develop in Indonesia to various other nations and countries.

By learning texts that involve various cultural contexts and situation contexts, students are expected to be able to improve critical thinking

skills so that they can assess, choose, and make the right decisions in responding to a variety of information in various situations. They are expected to be able to consider the benefits and disadvantages of each action taken in solving the problem in each situation.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

The English subjects in Package B and Package C have the same aim, namely to develop the potential of students to have communicative competence in interpersonal, transactional, and functional discourse. This competency is developed through learning that guides students to be able to use a variety of oral and written English-language texts in a coherent manner by using accurate and acceptable linguistic elements on various factual, conceptual, procedural, and metacognitive knowledge and instilling noble values of national character, in the context of life in the home environment, non-formal education units and the community

The scope for English competency and materials are described below:

COMPETENCE	SCOPE OF MATERIALS
<p>Level V Equivalent to Grade X and XI</p> <ul style="list-style-type: none"> Being grateful to learn English as a communication tool for international scope Demonstrating acceptable behavior in personal, social, cultural, and academic environment Identifying the social function, text structure, and linguistic elements of relatively longer text in student's daily life and activity Interpersonal, transactional, and functional communication about oneself, family, others, as well as concrete and imaginative objects that are close to the daily life and activity of student at home, in education unit, and community, and related to other subjects Composing relatively longer spoken and written texts using accurate and acceptable text structure and linguistic elements Editing relatively longer written texts using text structure and linguistic elements Utilizing linguistic elements accurately, acceptably, fluent, and spontaneously 	<ul style="list-style-type: none"> Text types: advertisement, recount, narrative, proverb, riddle, song, brochure, leaflet, banner, pamphlet, factual report, biography, hortatory exposition, poem, discussion and review of interpersonal, transactional, and functional discourse in the level of informational literacy
<ul style="list-style-type: none"> Being grateful to learn English as a communication tool for international scope Demonstrating acceptable behavior in personal, social, cultural, academic, and professional environment Identifying the social function, text structure, and linguistic elements of relatively longer text in student's daily life and activity 	

Both Package B and C, the activities and materials included in Basic Competency are equally contextualized with the needs of students and the characteristics of services. The difference lies in the scope of the text type and the level of complexity of the text to be achieved. Package B introduced short and simple texts which form the basis for learning longer and more complex texts in Package C.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of English in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

- Interpersonal, transactional, and functional communication about oneself, family, others, as well as concrete and imaginative objects that are close to the daily life and activity of student at home, in education unit, and community, and related to other subjects and working world
- Composing relatively longer spoken and written texts using accurate and acceptable text structure and linguistic elements
- Editing relatively longer written texts using text structure and linguistic elements
- Utilizing linguistic elements accurately, acceptably, fluent, and spontaneously

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely:

(1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of special texts such as company/bank/other institution document forms	2.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of special texts such as company/bank/other institution document forms related to personal and relevant information
1.2 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to obligation to take an action/ activity in future, present, or past. (Mind the linguistic elements of should+(simple), should+(continuous), should+(perfect).	2.2 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to obligation to take an action/ activity in future, present, or past by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use

1.3 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to future, continuous, and past action/activity/event. (Mind the linguistic elements of will+(simple), will+(continuous), will+(perfect).	2.3 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to future, continuous, and past action/activity/event by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.4 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to equivalent relationship between two objects/actions. (Mind the linguistic elements of both ... and; not only ... but also; either ... or; neither ...nor).	2.4 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to equivalent relationship between two objects/actions by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.5 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of spoken and written recount texts in form of biography of famous figure.	2.5 Recount text in form of biography. 2.5.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written recount texts in form of biography of a famous figure. 2.5.2 Composing spoken and written recount texts in form of the biography of famous figure by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.6 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to sufficiency to be able / unable to do / become something. (Mind the linguistic elements of too ... to ..., ... enough to ...).	2.6 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to sufficiency to be able / unable to do / become something, by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.7 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of event advertisement.	2.7 Event advertisement 2.7.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of event advertisement. 2.7.2 Composing spoken and written event advertisement by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.8 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of several spoken and written report texts related to technology in other Grade X subjects.	2.8 Report text 2.8.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written report texts related to technology discussed in other Grade X subjects.
1.9 Interpreting the social function, text structure, and linguistic elements in accordance with the context of use, of proverb and riddle texts related to life in surrounding environment.	2.9 Inferring contextual meaning related to the social function, text structure, and linguistic elements of proverb and riddle texts related to life in surrounding environment.

1.10 Interpreting the social function and linguistic elements of song lyrics	2.10 Inferring contextual meaning related to the social function, text structure, and linguistic elements of a song lyric
1.11 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written interpersonal interaction texts in suggesting to do or not to do something with explanation, and in responding to it.	2.11 Composing spoken and written interpersonal interaction texts involving the act of suggesting to do or not to do something with explanation, and in responding to it, by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.12 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written interpersonal interaction texts in giving and inquiring information related to past action/activity/event in connection to the present and future. (Mind the linguistic elements of past perfect, present perfect, and future perfect)	2.12 Composing spoken and written interpersonal interaction texts involving the act of giving and inquiring information related to past action/activity/event in connection to the present and future, by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.13 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to future plan under certain condition. (Mind the linguistic element of if in present tense)	2.13 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to future plan under certain condition, by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.14 Interpreting the social function, text structure, and linguistic elements in accordance with the context of use, of spoken and written poems.	2.14 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written poems.
1.15 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of spoken and written narrative texts in form of short stories.	2.15 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written narrative texts in form of short stories.
1.16 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information by phone related to events, offers, appointments, and reservations.	2.16 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information by phone related to events, offers, appointments, and reservations.
1.17 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of brochure, leaflet, banner, and pamphlet related to promoting product/service/activity.	2.17 Brochure, leaflet, banner, and pamphlet 2.17.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of brochure, leaflet, banner, and pamphlet related to promoting product/service/activity. 2.17.2 Composing brochure, leaflet, banner, and pamphlet related to promoting product/service/activity by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.

1.18 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to exemplification (Mind the linguistic elements of for example, such as)	2.18 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to exemplification, by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.19 Determining the social function, text structure, and linguistic elements in accordance with the context of use, of exposition hortatory texts in expressing view/opinion related to common hot topic, supporting argument, and suggestion	2.19 Exposition hortatory text 2.19.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written exposition hortatory texts 4.6.2 Composing spoken and written exposition hortatory texts related to the actual issues by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use.
1.20 Interpreting the social function and linguistic elements of song lyric	2.20 Inferring contextual meaning related to the social function and linguistic elements of song lyric

1.3 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to circumstance (Mind the linguistic elements of finite and non-finite clauses)	2.3 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to circumstance by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.4 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to present and past unreal presuppositions (Mind the linguistic elements of conditional: past and past perfect)	2.4 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to present and past unreal presuppositions by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.5 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to opposition and opposite (Mind the linguistic elements of even if..., unless..., however, on the other hand, in contrast, nevertheless)	2.5 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to opposition and opposite by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.6 Determining the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written scientific discussion texts related to the discussion of controversial and actual issues from (minimum two) points of view	2.6 Scientific discussion text 4.6.1 Inferring contextual meaning related to the social function, text structure, and linguistic elements of spoken and written scientific discussion texts related to the discussion of controversial and actual issues 4.6.2 Composing spoken and written scientific discussion texts related to the discussion of controversial and actual issues by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.7 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to concession. (Mind the linguistic elements of even though, although)	2.7 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to concession by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.8 Determining the social function, text structure, and linguistic elements, in accordance with the context of use, of some spoken and written review texts related to movie/book/story	2.8 Inferring contextual meaning related to the social function, text structure, and linguistic elements of review texts related to movie/book/story
1.9 Interpreting the social function and linguistic elements of a song lyric	2.9 Inferring contextual meaning related to the social function and linguistic elements of a song lyric

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to causality (Mind the linguistic elements of such ... that; so ... that)	2.1 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to causality by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use
1.2 Applying the social function, text structure, and linguistic elements, in accordance with the context of use, of spoken and written transactional interaction texts in giving and inquiring information related to noun phrase modifiers. (Mind the linguistic elements of prepositional phrase, adjective clause: finite and non-finite)	2.2 Composing spoken and written transactional interaction texts involving the act of giving and inquiring information related to noun phrase modifiers by paying attention to proper social function, text structure, and linguistic elements in accordance with the context of use

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



ARABIC

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Arabic

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Arabic, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in Arabic speaking countries. They can learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Arabic learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written Arabic texts about various factual and procedural knowledge in coherent with accurate and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

After learning Arabic, students are expected to be able to use various social functions of language to communicate both verbally and in writing in various situations and topics using simple Arabic.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Arabic in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Arabic learning for level V equivalent to classes X and XI, and level VI equivalent to class XII includes knowledge and language skills. The scope of knowledge encompasses the supporting elements of language, namely phonetic / pronunciation, vocabulary, grammatical structure of Arabic language and cross-cultural knowledge. While the four language skills taught include listening, speaking, reading and writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Demonstrating speech acts greeting (greetings, asking about circumstances), introducing oneself (<i>ta'aruf</i>), saying thank you (<i>taqdim al-syukr</i>), apologizing (<i>al-isti'fa</i>), and saying goodbye and how to respond	2.1 Using the expression of greetings, asking about circumstances), introducing oneself (<i>ta'aruf</i>), saying thank you (<i>taqdim al-syukr</i>), apologizing (<i>al-isti'fa</i>), and saying goodbye simply by paying attention to native speaker
1.2 Expressing identity (<i>huwiyah</i>) in accordance with the context of use	2.2 Describing identity (<i>huwiyah</i>) in accordance with the context of use and spoken with regard to native speakers (<i>mutahaddits qoumy</i>)
1.3 Expressing the name of the day (<i>asmaal-ayyam</i>), month (<i>syuhural-hijriyahmiladiyah</i>), name of the time of day (<i>shobah, nahar, masalailah</i>), time in the form of numbers (<i>sa'ah</i>) in accordance with the context of use	2.3 Using simple text to describe the name of day (<i>asmaal-ayyam</i>), month (<i>syuhural-hijriyahmiladiyah</i>), name of the time of day (<i>shobah, nahar, masalailah</i>), time in the form of numbers (<i>sa'ah</i>) in accordance with the context of use, and speaking like a native speaker
1.4 Showing public buildings (<i>al-mabaniel-'ammah</i>) that are close to student's everyday life in accordance with the context of use	2.4 Using simple text to describe public buildings (<i>al-mabaniel-'ammah</i>) that are close to student's everyday life in accordance with the context of use, and speaking like a native speaker
1.5 Describing the character of people (sifat <i>al-insan</i>) in accordance with the context of use	2.5 Using simple text to describe the character of people (sifat <i>al-insan</i>) in accordance with the context of use, and speaking like a native speaker
1.6 Distinguishing people's activities (<i>ansyithah</i>) and functions (<i>wadhaif</i>) of objects / tools in accordance with the context of use	2.6 Using simple text to describe the character of people (sifat <i>al-insan</i>) in accordance with the context of use, and speaking like a native speaker

1.7 Giving simple description of a person (<i>washf al-insan</i>) in accordance with the context of use	2.7 Describing simple description of a person (<i>washf al-insan</i>) in accordance with the context of use, and speaking like a native speaker
1.8 Mentioning simple Arabic proverbs	2.8 Describing Arabic proverbs in a simple manner
1.9 Expressing speech acts to call attention (<i>mulahazhat</i>), check understanding (<i>al-isti'ab</i>), and ask and express opinions (<i>taqdim al-ara</i>) in a simple manner in accordance with the context of use	2.9 Using simple text to call attention (<i>mulahazhat</i>), check understanding (<i>al-isti'ab</i>), and ask and express opinions (<i>taqdim al-ara</i>) in a simple manner in accordance with the context of use, and speaking like a native speaker
1.10 Demonstrating speech acts related to ability (<i>al-kafaah</i>) and willingness (<i>al-iradah</i>) to take an action (<i>al'amal</i>) in accordance with the context of use	2.10 Using simple text to express ability (<i>al-kafaah</i>) and willingness (<i>al-iradah</i>) to take an action (<i>al'amal</i>) in accordance with the context of use, and speaking like a native speaker
1.11 Distinguishing the expression of asking permission (<i>isti'dzan</i>), giving order (<i>al-amr</i>), and prohibiting (<i>al-nahyu</i>) in accordance with the context of use	2.11 Using simple text to ask permission (<i>isti'dzan</i>), give order (<i>al-amr</i>), and prohibit (<i>al-nahyu</i>) in accordance with the context of use, and speaking like a native speaker
1.12 Determining congratulations (<i>tahni'ah</i>) in accordance with the context of use	2.12 Using simple text to congratulate (<i>tahni'ah</i>) in accordance with the context of use, and speaking like a native speaker
1.13 Expressing speech acts that state and ask about actions / events that were carried out / happened in the past (<i>al-madli</i>) in accordance with the context of use	2.13 Using simple text to give and inquire information related to actions / events that were carried out / happened in the past (<i>al-madli</i>) in accordance with the context of their use, and speaking like a native speaker
1.14 Expressing speech acts that state and ask about actions / events that are being carried out / happening (<i>mudlari'</i>) in accordance with the context of use	2.14 Using simple text to give and inquire information related to actions / events that are being carried out / happening (<i>mudlari'</i>) in accordance with the context of their use, and speaking like a native speaker
1.15 Expressing speech acts that state and ask about ratio of numbers (<i>muqaranah al-adad</i>) in accordance with the context of use	2.15 Using simple text to give and inquire information related ratio of numbers (<i>muqaranah al-adad</i>) in accordance with the context of their use, and speaking like a native speaker
1.16 Expressing speech acts that state and ask about the description of an object (sifat <i>al-maddah</i>) in simple manner in accordance with the context of use	2.16 Making a simple text to give and inquire information related to the description of an object (sifat <i>al-maddah</i>) in accordance with the context of use, and speaking like a native speaker

1.17 Showing expressions containing short messages and announcements / notifications (<i>al-akhbar aw al-ma'lumat</i>), by giving and requesting information related to institutional activities in accordance with the context of use	2.17 Explaining short messages and announcements / notifications (<i>al-akhbar aw al-ma'lumat</i>) verbally or in written in a simple manner, about institutional activities in context, and are spoken like native speakers
1.18 Reiterating short and simple Arabic poetry or songs	2.18 Explaining simple Arabic poetry or songs

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Giving examples of simple expressions that express hope (<i>roja'</i>) for happiness and achievement in accordance with the context of use	2.1 Using simple text containing (<i>roja'</i>) for happiness and achievement in accordance with the context of use, and are spoken like native speakers
1.2 Reiterating a simple phrase related to consent (<i>muwafaqah</i>) in accordance with the context of use	2.2 Using simple text containing expression of giving and inquiring information related to consent (<i>muwafaqah</i>) in taking an action/activity in accordance with the context, and are spoken like native speakers and
1.3 Determining expressions related to intent (<i>al-maqashid</i>) and purpose (<i>al-ahdaf</i>) of carry out an action / activity in accordance with the context of use	2.3 Using simple text containing expression of giving and inquiring information related to intent (<i>al-maqashid</i>) and purpose (<i>al-ahdaf</i>) of carry out an action / activity in accordance with the context of use, and are spoken like native speakers and
1.4 Distinguishing simple expressions related to giving order (al-amr) and prohibiting (al-nahyu) from carrying out an action / activity in accordance with the context of use	2.4 Using simple text containing expression of giving order (al-amr) and prohibiting (al-nahyu) from carrying out an action / activity in accordance with the context of use, and are spoken like native speakers and
1.5 Determining the content of a simple short story text (<i>al-qashash</i>) in accordance with the context of use	2.5 Explaining simple narrative text verbally and in writing related to story text (<i>al-qashash</i>) in accordance with the context of use
1.6 Distinguishing advertisement (<i>al i'lan</i>), in accordance with the context of use	2.6 Determining information in an advertisement text (<i>al i'lan</i>), in accordance with the context of use
1.7 Retelling Arabic exemplary stories in a simple manner	2.7 Explaining exemplary stories in simple Arabic



MANDARIN

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Mandarin

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Mandarin, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in Mandarin speaking countries. They can then learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Mandarin learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written Mandarin texts about various factual and procedural knowledge in coherent with accurate and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

After learning Mandarin, students are expected to be able to use various social functions of language to communicate both verbally and in writing in various situations and topics using simple Mandarin.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Mandarin in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

Mandarin learning materials are oriented to:

1. Mastery the elements of phonetic / pronunciation, vocabulary, grammatical structures, Chinese characters (Kanji) / spelling systems and cross-cultural knowledge as well as language skills listening / listening, speaking, reading, and writing that are useful in real life (applicable) that can be seen from texts that related to social language functions.
2. Mastery of linguistic elements and communicative skills or competencies applied in functional interpersonal relationships between students and educators, friends, and those around them.
3. Mastery of language elements and skills that is contained in oral and written transactional discourses.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative

education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying a variety of oral and written speech acts related to everyday themes including procedures for greeting, saying goodbye, thanking, and apologizing, as well as how to respond verbally and in writing by paying attention to differences in the time, situation and conditions, and social status of the interlocutor.	2.1 Practicing a variety of oral and written speech acts related to everyday themes includes procedures for greeting, saying goodbye, thanking, and apologizing, as well as how to respond verbally and in writing by paying attention to differences in the time, situation and conditions, and social status of the interlocutor.
1.2 Interpreting verbally and in writing various speech acts related to identity (including name, age, address, telephone number, email, origin of region and occupation), taking into account the context of the time, situation and condition, and the social status of the interlocutor.	2.2 Practicing various speech acts of inquiring and giving information verbally and in writing related to identity (including name, age, address, telephone number, email, origin of region and occupation), taking into account the context of the time, situation and condition, and the social status of the interlocutor.
1.3 Identifying the name of day, date, month, year, hour, time in various forms of speech acts of giving and asking for information according to the situation both verbally and in writing	2.3 Producing various forms of speech act related to the name of the day, date, month, year, hour, time in the form of giving and requesting time information verbally and in writing with regard to situations and conditions
1.4 Describing verbally and in writing a person's profession, name / nature / condition / number of people / objects, animals and public buildings that are close to daily life	2.4 Producing speech act of giving and requesting information orally and in writing about a person's profession, name / nature / condition / number of people / objects, animals and public buildings that are close to daily life

1.5 Describing verbally and in writing actions/activities/ events/ routine events which are general truths or daily habits, according to situations and conditions	2.5 Demonstrating speech acts of giving and asking verbally or in writing for information related to actions / activities / events / daily routine events that are general truths or daily habits, according to situations and conditions
1.6 Interpreting various texts in the form of instructions, signs or short notice, and warning signs/cautions	2.6 Producing various texts in form of instructions, signs or short notice, and warning signs/cautions
1.7 Describing desires, wishes and preferences according to situations and conditions in the form of speech orally and in writing	2.7 Expressing desires, willingness and preferences in the form of various oral and written speech acts according to the situation and conditions
1.8 Interpreting the contents of a song lyrics and / or story about traditional Chinese holidays	2.8 Describing the meaning of a song lyrics and / or story about traditional Chinese holidays
1.9 Demonstrating a variety of oral and written speech acts to call attention, check understanding, and praise a work result, as well as how to respond, according to the context of use	2.9 Producing oral and written speech acts to call attention, check understanding, and praise a work result, as well as how to respond, according to the context of use
1.10 Demonstrating oral and written speech acts of giving instructions, inviting, asking permission, and how to respond, according to the context of use	2.10 Producing oral and written speech acts of giving instructions, inviting, asking permission, and how to respond, according to the context of use
1.11 Identifying oral and written expressions of sympathy / empathy according to the context of use by paying attention to the situation and conditions and social status of the interlocutor	2.11 Producing oral and written expressions of sympathy / empathy in accordance with the context of use by paying attention to the situation and conditions and social status of the interlocutor
1.12 Describing activities or events that are being carried out or are taking place in various forms of oral and written utterances with regard to situations and conditions	2.12 Producing various forms of oral and written utterances containing activities or events that are being carried out or in progress taking into account the situation and conditions
1.13 Describing actions / events that have been or have been done / happened in the past that are contained in various forms of oral and written speech	2.13 Producing various forms of oral and written utterances in the form of statements or questions about actions / events that have been or have been done / happened in the past
1.14 Classifying causal relationships, reverse relationships and comparative relationships found in various forms of oral and written speech	2.14 Expressing the causal relationship, the reverse relationship, and the comparative relationship in various forms of oral and written speech
1.15 Describing verbally and in writing several actions taken / occur simultaneously or show how an action is carried out	2.15 Producing a variety of oral and written utterances that describe a situation that shows the existence of several actions taken / occurring simultaneously or showing how an action is carried out

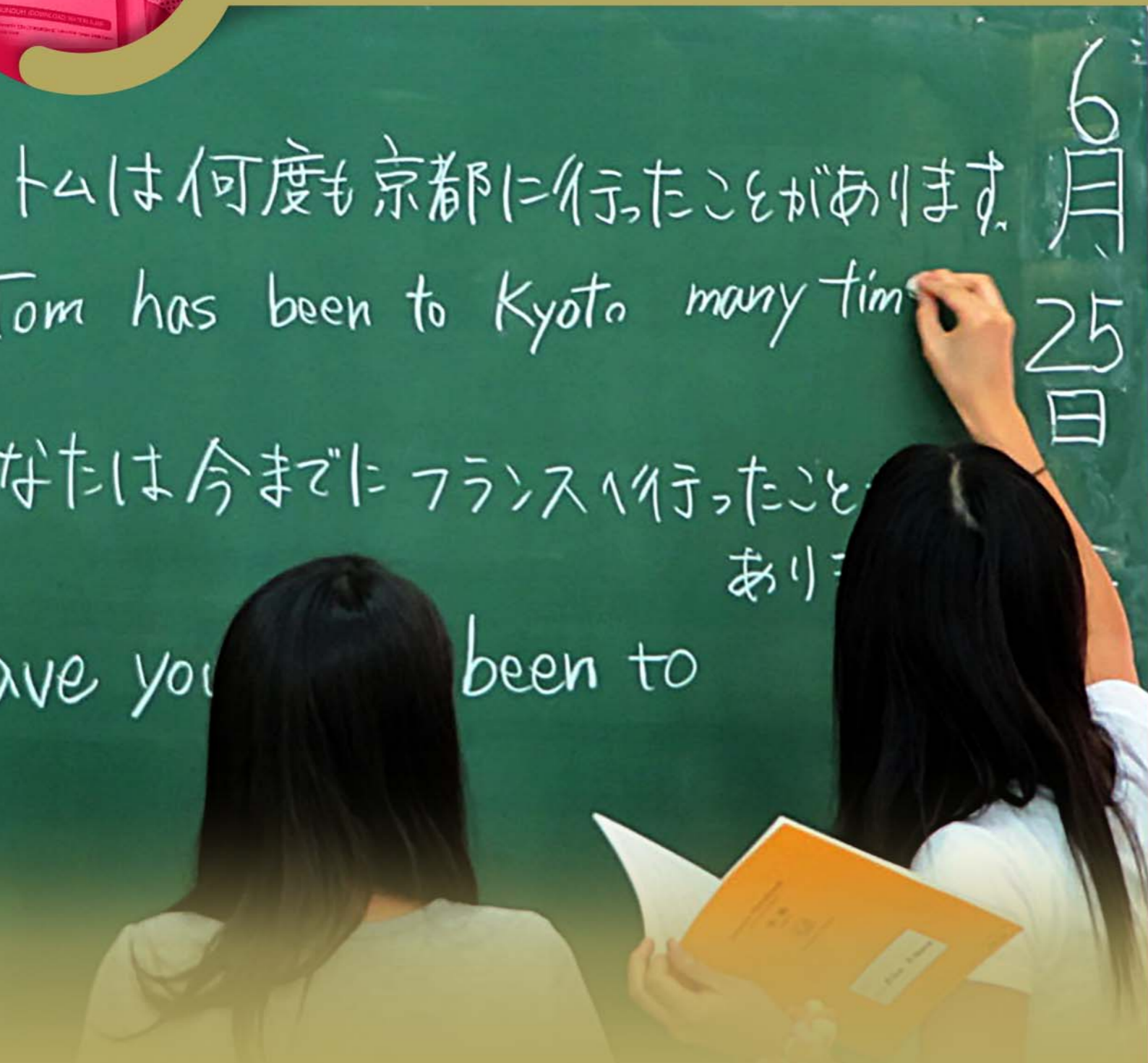
1.16 Identifying the use of a variety of supplements to state verbally and in writing a situation / outcome of an action carried out / occurred	2.16 Producing a variety of oral and written utterances that state and ask the circumstances / results of an action taken / occur using various complementary
1.17 Interpreting oral and written short messages and announcements / notifications related to life in the social environment	2.17 Producing both oral and written short messages and announcements / notifications related to life in the social environment
1.18 Interpreting the contents of folklore and / or the origin of traditional Chinese proverbs	2.18 Explaining the meaning of folklore and / or the origin of traditional Chinese proverbs

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Showing speech acts containing hopes or prayers and congratulations on an achievement, as well as verbal and written responses	2.1 Making various utterances to express and respond to hopes or prayers and congratulations on an achievement verbally and in writing.
1.2 Demonstrating speech acts that state and ask for approval / disagreement, as well as verbal and written responses	2.2 Making various utterances to express and respond to approval/disagreement verbally and in writing
1.3 Demonstrating various forms of utterances which state and ask for a necessity / order / prohibition / appeal to carry out an action / activity verbally and in writing	2.3 Making various utterances which state and ask for a necessity / order / prohibition / appeal to carry out an action / activity verbally and in writing
1.4 Demonstrating the intent and purpose of carrying out an action / activity in various forms of speech verbally and in writing	2.4 Demonstrating actions that state and ask the intent and purpose of carrying out an action / activity in various forms of speech orally and in writing
1.5 Expressing the relationship of additions or exceptions in various forms of speech verbally and in writing	2.5 Making various forms of speech that state and ask about the relationship of additions or exceptions verbally and in writing
1.6 Mentioning the behavior of people, animals, objects, natural and social symptoms and events in the form of exposure text according to facts	2.6 Making exposure text according to facts about the behavior of people, animals, objects, natural and social symptoms and events
1.7 Interpreting the contents of simple forms, such as tickets and schedules (lesson / trip)	2.7 Explaining the contents of simple forms, such as tickets and schedules (lesson / trip)

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



JAPANESE LANGUAGE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Japanese Language

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Japanese, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in Japan. They can then learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Japanese learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written Japanese texts about various factual and procedural knowledge in coherent with accurate and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

By learning Japanese, students are expected to be able to master four language competencies/ skills namely:

1. Listening competence/skills, students are expected to be able to pronounce words that are said, identify sounds, determine the meaning of words through images, determine the meaning of sentences through images, and understand simple texts in dialogue and narration.
2. Speaking competence/skills, students are expected to be able to introduce themselves, and describe pictures and objects.
3. Reading competence/skills, students are expected to be able to read fluently, carefully, and precisely, and find the implied meaning.
4. Writing competence/skills, students are expected to be able to sort words into sentences, arrange sentences based on images and vocabulary, and also describe objects or images based on questions

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Japanese in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Japanese language subject matter namely:

1. Determining personal identity and social life
2. Showing the expression of giving and asking for information
3. Explaining about family
4. Describing life in a non-formal education unit
5. Describing home environment
6. Describing daily life
7. Determining hobby
8. Demonstrating activities in leisure time

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency

of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3)

giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

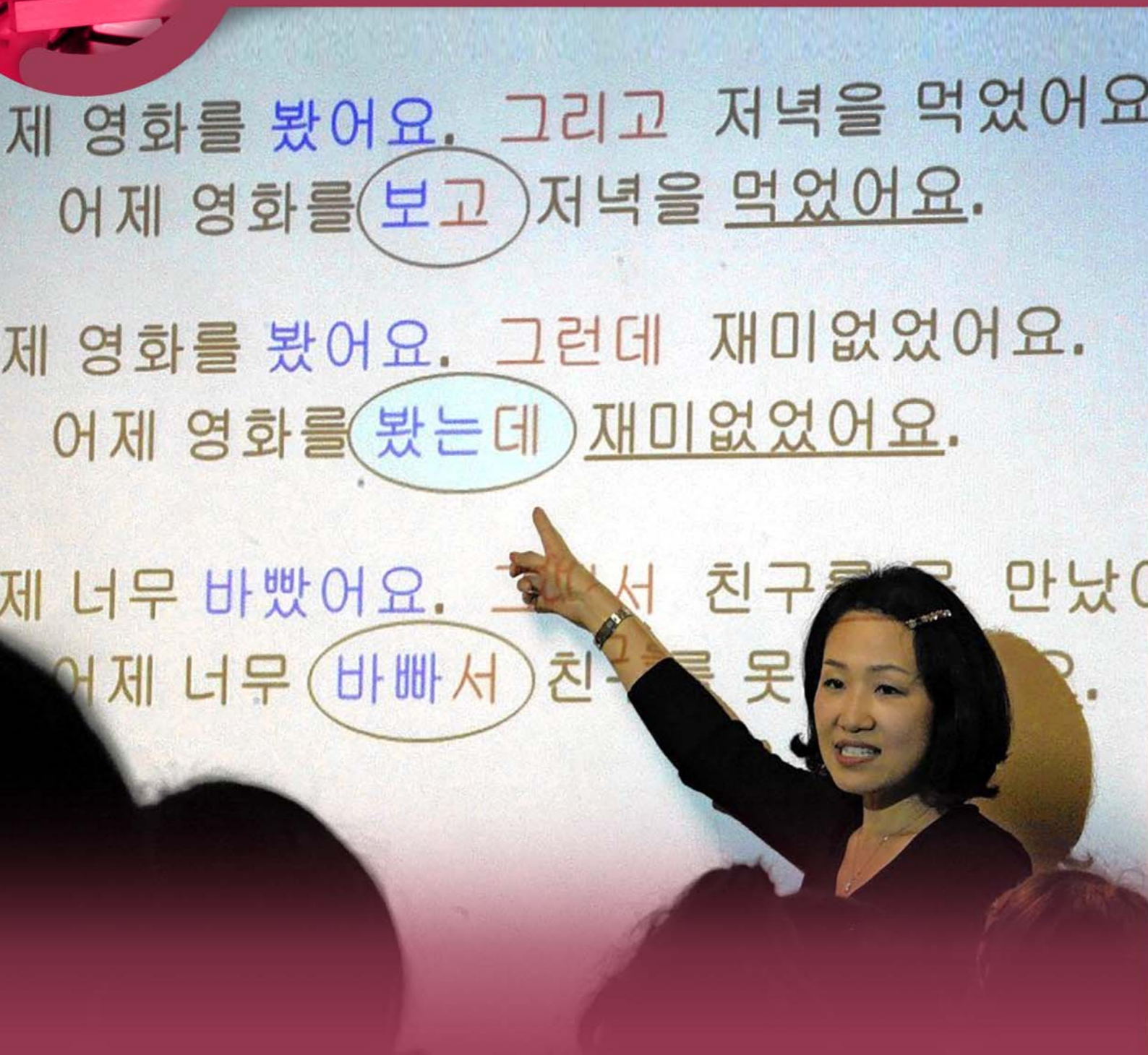
CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Determining expressions of greeting, saying goodbye, saying thank you, apologizing, asking permission, giving instructions and introducing oneself and how to respond to the topic of self-identity (<i>aisatsu, jikoshoukai</i>) and the life of non-formal education units (<i>Gakkou no seikatsu</i>) with regard to linguistic elements, text structures and cultural elements in the context of use	2.1 Demonstrating expressions of greeting, saying goodbye, saying thank you, apologizing, asking permission, giving instructions and introducing oneself and how to respond to the topic of self-identity (<i>aisatsu, jikoshoukai</i>) and the life of non-formal education units (<i>Gakkou no seikatsu</i>) with regard to linguistic elements, text structures and cultural elements in the context of use
1.2 Determining expression of giving and asking for information related to introduce oneself and self-identity, and how to respond in oral and written transactional interaction texts by paying attention to the linguistic elements and text structures in the context of use	2.2 Demonstrating expression of giving and asking for information related to introduce oneself and self-identity, and how to respond in oral and written transactional interaction texts by paying attention to the linguistic elements and text structures in the context of use

1.3 Determining information regarding giving and requesting information related to date, month, and year, and how to respond in oral and written transactional interaction texts with regard to social function, text structure, and linguistic elements	2.3 Giving and requesting information related to date, month, and year, and how to respond in oral and written transactional interaction texts with regard to social function, text structure, and linguistic elements
1.4 Describing family, favorite character and things in oral and written transactional interaction text by paying attention to social functions, text structure, and linguistic elements in accordance with the context of use	2.4 Composing short and simple oral and written transactional interaction texts about family, favorite character and things by paying attention to social functions, text structure, and linguistic elements in accordance with the context of use
1.5 Demonstrating expressions of capability in oral and written transactional interaction texts with regard to social functions, text structure, and linguistic elements in accordance with the context of use	2.5 Using expression of capability in oral and written transactional interaction texts with regard to social functions, text structure, and linguistic elements in accordance with the context of use
1.6 Explaining about life in non-formal education units in oral and written transactional interactions texts with regard to social functions, text structure, and linguistic elements in accordance with the context of use	2.6 Composing oral and written transactional interaction texts to explain about life in non-formal education units with regard to social functions, text structure, and linguistic elements in accordance with the context of use
1.7 Describing the home environment in oral and written interpersonal interaction texts with regard to social functions, text structures, and linguistic elements in accordance with the context of their use	2.7 Writing discourse about home environment by paying attention to social functions, text structure, and linguistic elements in accordance with the context of use
1.8 Selecting tourism activities in oral and written transactional interaction texts with regard to social functions, text structure, and linguistic elements according to the context of use	2.8 Producing discourse about tourism activities by paying attention to social functions, text structure, and linguistic elements in accordance with the context of use
1.9 Explaining about speech acts that describe daily life in accordance with the context of use in oral and written transactional interaction texts with regard to social function, text structure, and linguistic elements	2.9 Using speech acts that describe daily life in accordance with the context of use in oral and written transactional interaction texts with regard to social function, text structure, and linguistic elements

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Determining hobbies and leisure activities (<i>Shumi to Hima na toki</i>) on spoken and written transactional texts by paying attention to social function, text structure, and linguistic elements in accordance with the context of use.	2.1 Making a discourse related to hobbies and leisure activities (<i>Shumi to Hima na toki</i>) on spoken and written transactional texts by paying attention to the correct social function, text structure, and linguistic elements in context.
1.2 Demonstrating leisure activities on spoken and written transactional texts by paying attention to social function, text structure, and linguistic elements in accordance with the context of use.	2.2 Producing a discourse related to hobbies and leisure activities (<i>Shumi to Hima na toki</i>) on spoken and written transactional texts by paying attention to the correct social function, text structure, and linguistic elements in context.





KOREAN LANGUAGE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Korean Language

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Korean, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in Korean speaking countries. They can then learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Korean learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written Korean texts about various factual and procedural knowledge in coherent with accurate and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

By learning Korean language, students are expected to be able to use various social functions of language to communicate both verbally and in writing in various situations and topics using simple Korean.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Korean language in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of Korean learning for level V equivalent to classes X and XI, and level VI equivalent to class XII includes knowledge and language skills. The scope of knowledge encompasses the supporting elements of language, namely phonetic / pronunciation, vocabulary, grammatical structure of Korean language and cross-cultural knowledge. While the four language skills taught include listening, speaking, reading and writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

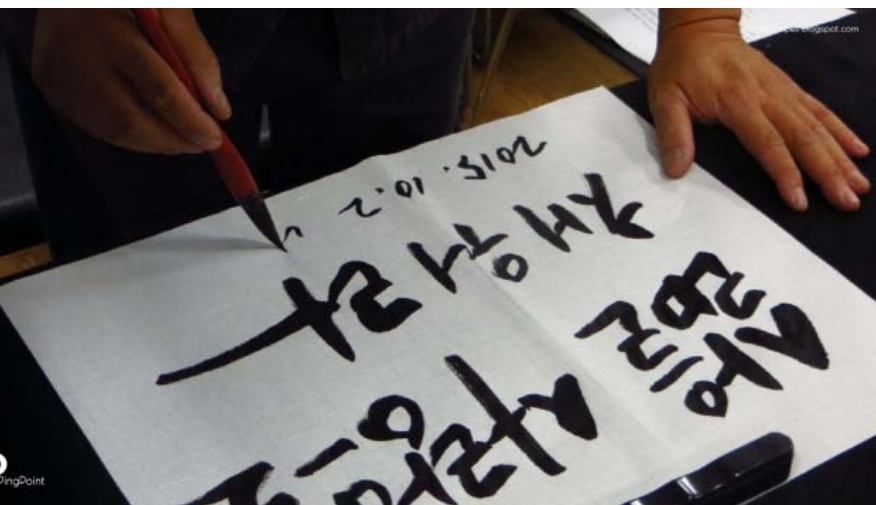
The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Distinguishing speech acts of greeting which include greetings when meeting, saying goodbye / separating, thank you, apologies, and other forms of greeting in accordance with the context of the interlocutors, and giving verbal and written responses	2.1 Applying speech acts of greeting that include greetings when meeting, saying goodbye / separating, thank you, apologies, and other forms of greeting in accordance with the context of the interlocutors, and giving verbal and written responses
1.2 Demonstrating short and simple oral and written speech acts to give and request for information related to personal identity (name, age, address, origin)	2.2 Applying short and simple oral and written speech acts of self introduction to give and request for information related to personal identity (name, age, address, origin)
1.3 Identifying numbers (sino Korean and pure Korean), name of days, dates, months, years, and time in oral and written speech acts related to giving and requesting for information	2.3 Composing short sentence using numbers (sino Korean and pure Korean), name of days, dates, months, and time in a day which are used daily in oral and written speech acts
1.4 Describing verbally and in writing names of objects and public buildings in students' surrounding environment	2.4 Applying oral and written speech acts in telling the name of objects and public buildings in students' surrounding environment
1.5 Describing the natures and conditions of people, objects, animals in surrounding environment	2.5 Explaining the natures and conditions of people, objects, animals in surrounding environment in oral and written speech acts
1.6 Describing routine behavior/action and the functions of people, objects, and animals in oral and written speech acts	2.6 Demonstrating routine behavior/action and explaining the functions of people, objects, and animals in students' daily life
1.7 Describing people, objects, and animals around the students' lives	2.7 Describing people, objects, and animals in oral and written speech acts

1.8 Interpreting the meaning of a simple song verbally and in writing	2.8 Explaining the meaning of a song lyric, and the role of the song in relation to Korean social daily life
1.9 Demonstrating speech acts that involve action of asking attention, checking understanding, and appreciating good performance, as well as verbal and written responses.	2.9 Producing speech act text that involve action of asking attention, checking understanding, and appreciating good performance, as well as verbal and written responses
1.10 Expressing speech acts of giving instructions, inviting, asking permission, and how to respond verbally and in writing	2.10 Producing speech act text of giving instructions, inviting, asking permission, and how to respond verbally and in writing
1.11 Expressing speech acts that state causal relationships, reverse relationships and comparative relationships verbally and in writing	2.11 Producing speech act text of causal relationships, reverse relationships and comparative relationships verbally and in writing
1.12 Showing congratulatory expressions according to situations and conditions verbally and in writing	2.12 Producing short and simple texts relating to congratulations according to situations and conditions verbally and in writing
1.13 Demonstrating oral and written speech acts of giving and requesting for information related to time, date, and year in form of numbers (sino Korean and pure Korean)	2.13 Producing speech acts of giving and requesting for information related to time, date, and year in form of numbers (sino Korean and pure Korean)
1.14 Demonstrating oral and written speech acts that state and ask for the existence of an indeterminate number of people or objects	2.14 Producing oral and written speech acts that express behavior / actions, functions of people and objects in an indeterminate amount
1.15 Interpreting short message text and oral and written announcement/notification related to social environment information	2.15 Producing short message text and announcement/notification in everyday life
1.16 Interpreting a simple lyric verbally and in writing	2.16 Explaining the meaning of a lyric verbally and in writing



Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Describing speech acts of hopes or prayers and congratulations orally and in writing	2.1 Producing speech acts of hopes, prayers, and congratulations orally and in writing
1.2 Demonstrating a speech act that states and asks for approval / disagreement, as well as how to respond it verbally and in writing	2.2 Producing text that states and asks for approval / disagreement of something verbally and in writing
1.3 Demonstrating a speech act that states giving and asking for information related to necessity and an appeal to carry out an action / activity verbally and in writing	2.3 Producing speech acts of giving and asking for information related to necessity and an appeal to conduct an action / activity verbally and in writing
1.4 Demonstrating speech acts that express the intent and purpose in carrying out an action / activity verbally and in writing	2.4 Producing speech acts that express the intent and purpose in carrying out an action / activity verbally and in writing
1.5 Producing speech acts of telling, prohibiting, asking permission to carry out an action / activity verbally and in writing	2.5 Producing speech acts of telling, prohibiting, asking permission to carry out an action / activity verbally and in writing
1.6 Producing speech acts of giving and asking for information related to narrative texts, in short and simple biographies by giving and requesting information from famous figures verbally and in writing	2.6 Explaining the meaning of narrative text, in the form of short and simple stories orally and in writing
1.7 Describing various forms of labels for drugs / food / drinks (product expiration dates) related to advertising products and services verbally and in writing	2.7 Producing text in the form of product and service advertisements verbally and in writing
1.8 Interpreting Korean songs by paying attention to social functions, linguistic elements, and cultural elements in song lyrics	2.8 Explaining the meaning of Korean song lyric by paying attention to social functions, linguistic elements, and cultural elements in song lyrics



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



GERMAN LANGUAGE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: German Language

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring

to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

German, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in German speaking countries. They can then learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

German learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written German texts about various factual and procedural knowledge in coherent with accurate

and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

By learning German language, students are expected to be able to use various social functions of language to communicate both verbally and in writing in various situations and topics using simple German.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of German language in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of German learning for level V equivalent to classes X and XI, and level VI equivalent to class XII includes knowledge and language skills. The scope of knowledge encompasses the supporting elements of language, namely phonetic / pronunciation, vocabulary, grammatical structure of German

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules

language and cross-cultural knowledge. While the four language skills taught include listening, speaking, reading and writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

1.1 Demonstrating speech acts greeting, saying goodbye, thanking, and apologizing (<i>eine Bitte formulieren</i>), as well as how to respond verbally and in writing in the form of simple dialog text using appropriate linguistic elements according to context	2.1 Conducting a short and simple dialogue using speech acts of greeting, saying goodbye, thanking, and apologizing (<i>eine Bitte formulieren</i>), using proper linguistic elements according to context
1.2 Demonstrating short and simple speech acts of giving and requesting for information related to introduce oneself and others (<i>sich vorstellen und andere vorstellen</i>) and objects in class (<i>Gegenstände in der Klasse</i>) in the form of simple dialogues verbally and in writing, using appropriate linguistic elements according to context	2.2 Having a short and simple dialogue using independent or guided speech act of giving and requesting for information related to introduce oneself and others (<i>sich vorstellen und andere vorstellen</i>) and objects in class (<i>Gegenstände in der Klasse</i>) using appropriate linguistic elements according to context
1.3 Interpreting speech acts of giving and requesting for information about names and numbers of people, objects, public buildings, the nature and behavior / actions / functions of people and things, in the classroom environment through simple texts verbally and in writing, using appropriate linguistic elements according to context	2.3 Arranging short and simple texts independently or with guidance, related to the act of giving and requesting information about names and numbers of people, objects, public buildings, the nature and behavior / actions / functions of people and objects, in a classroom environment through simple texts orally and in writing, using appropriate linguistic elements according to context
1.4 Figuring out the contents of short and simple specific text written and written in the form (<i>formular</i>), identity card (<i>Personalausweis</i>), message on the answering machine (<i>Anrufbeantworter</i>), telephone conversation (<i>Telephongespräch</i>), advertisement (<i>Anzeige</i>), letter (<i>Brief</i>), e-mail related to identity and other people and activities in the classroom using appropriate linguistic elements according to context	2.4 Determining the contents of short and simple specific text written and written in the form (<i>formular</i>), identity card (<i>Personalausweis</i>), message on the answering machine (<i>Anrufbeantworter</i>), telephone conversation (<i>Telephongespräch</i>), advertisement (<i>Anzeige</i>), letter (<i>Brief</i>), e-mail related to identity and other people and activities in the classroom using appropriate linguistic elements according to context
1.5 Figuring out the content of short and simple oral and written descriptive texts related to people and objects in the classroom using appropriate linguistic elements according to context	2.5.1 Determining the content of short and simple oral and written descriptive texts related to people and objects in the classroom using appropriate linguistic elements according to context 2.5.2 Composing short and simple oral and written descriptive texts independently or with guidance related to people and objects in the classroom using appropriate linguistic elements according to context
1.6 Demonstrating songs and or poems (<i>Gedicht</i>) that are seen or heard by paying attention to appropriate linguistic elements according to context	2.6 Explain the meaning of song lyrics and or poetry (<i>Gedicht</i>) which are seen or heard independently or with guidance by paying attention to appropriate linguistic elements according to context
1.7 Demonstrating speech acts to respect good performance, congratulate, invite, prohibit, ask permission, request / disclose requests / requests (<i>eine Bitte formulieren</i>) in the form of short and simple oral and written texts, using appropriate linguistic elements according to context	2.7 Conducting short and simple dialogs independently or with guidance to use speech acts to appreciate good performance, congratulations, invite, prohibit, ask permission, request / reveal requests / requests (<i>eine Bitte formulieren</i>) using appropriate linguistic elements according to context

1.8 Interpreting speech acts related to the act of giving and requesting information about houses, objects and animals at home, people, occupation, and daily activities at home and in the living environment contained in short and simple oral and written texts, using appropriate linguistic elements according to context	2.8 Composing short and simple oral and written text independently or with guidance related to the act of giving and requesting information about houses, objects and animals at home, people, occupation, and daily activities at home and in the living environment contained using appropriate linguistic elements according to context
1.9 Interpreting the contents of short and simple oral and written texts in the form of menu, short advertisements, e-mails, messages on answering machines (<i>Anrufbeantworter</i>) short messages and announcements / notifications (<i>Zettel / Informationschilder</i>) related to objects and animals at home, people, occupations, daily activities at home and in the neighborhood by using appropriate linguistic elements according to context	2.9 Determining the contents of short and simple oral and written texts in the form of menu, short advertisements, e-mails, messages on answering machines (<i>Anrufbeantworter</i>) short messages and announcements / notifications (<i>Zettel / Informationschilder</i>) related to objects and animals at home, people, occupations, daily activities at home and in the neighborhood by using appropriate linguistic elements according to context
1.10 Interpreting the contents of short and simple oral and written descriptive texts related to house building, objects at home, people, work and daily activities at home and in the neighborhood using appropriate linguistic elements according to context	2.10.1 Determining the contents of short and simple oral and written descriptive texts related to house building, objects at home, people, work and daily activities at home and in the neighborhood using appropriate linguistic elements according to context 2.10.2 Composing short and simple oral and written descriptive texts independently or with guidance related to house building, objects at home, people, work and daily activities at home and in the neighborhood using appropriate linguistic elements according to context

1.2 Demonstrating a speech act of giving and asking for information to state necessity, appeal, ability / ability, giving instructions and prohibiting an action / activity related to leisure time (<i>Freizeitbeschäftigung</i>) in the form of short and simple oral and written texts with regard to appropriate linguistic elements according to context	2.2 Conducting dialogue independently or with tutor guidance related to interaction involving necessity, appeal, ability / ability, giving instructions and prohibiting an action / activity related to leisure time with regard to appropriate linguistic elements according to context
1.3 Interpreting speech acts related to the act of giving and requesting information on leisure time actions / activities / events that have been carried out / happened in the past related to travel (<i>Reisen</i>) in oral and written texts with regard to appropriate linguistic elements according to context	2.3 Composing short and simple oral and written texts related to the act of giving and requesting information on leisure time actions / activities / events that have been carried out / happened in the past related to travel (<i>Reisen</i>) with regard to appropriate linguistic elements according to context
1.4 Figuring out the contents of short and simple oral and written specific texts in the form of short announcements (<i>kurze Mitteilungen</i>), short advertisements (<i>kurze Anzeigen</i>), signs (<i>Hinweisschilder / Aushänge</i>), oral announcements (<i>Durchsage</i>), activity agenda (<i>Terminkalender</i>), travel tickets (<i>Fahrkarte</i>), travel schedule (<i>Fahrplan</i>), travel plans (<i>Reiseprogramm</i>), messages on answering machines (<i>Anrufbeantworter</i>) related to leisure and travel / tourism activities with regard to appropriate linguistic elements according to context	2.4 Determining the contents of short and simple oral and written specific texts in the form of short announcements (<i>kurze Mitteilungen</i>), short advertisements (<i>kurze Anzeigen</i>), signs (<i>Hinweisschilder / Aushänge</i>), oral announcements (<i>Durchsage</i>), activity agenda (<i>Terminkalender</i>), travel tickets (<i>Fahrkarte</i>), travel schedule (<i>Fahrplan</i>), travel plans (<i>Reiseprogramm</i>), messages on answering machines (<i>Anrufbeantworter</i>) related to leisure and travel / tourism activities with regard to appropriate linguistic elements according to context
1.5 Figuring out the content of short and simple oral and written descriptive texts related to activities in leisure time (<i>Freizeitbeschäftigung</i>) and travel journey (<i>Reisen</i>) using appropriate linguistic elements according to context	2.5.1 Determining the content of short and simple oral and written descriptive texts related to activities in leisure time (<i>Freizeitbeschäftigung</i>) and travel journey (<i>Reisen</i>) using appropriate linguistic elements according to context 2.5.2 Composing short and simple oral and written descriptive texts related to activities in leisure time (<i>Freizeitbeschäftigung</i>) and travel journey (<i>Reisen</i>) with regard to social function, text structure, and appropriate linguistic elements according to context
1.6 Demonstrating songs and or poems (<i>Gedicht</i>) that are seen or heard with regard to appropriate linguistic elements according to context	2.6 Explain the meaning of song lyrics and or poetry (<i>Gedicht</i>) which are seen or heard independently or with guidance with regard to cultural element

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Demonstrating speech acts to express proposals, approvals, disagreements, hope or prayer, invite, ask permission, and prohibit, in the form of short and simple oral and written texts with regard to appropriate linguistic elements according to context	2.1 Conducting dialogue using speech acts to express proposals, approvals, disagreements, hope or prayer, invite, ask permission, and prohibit, in the form of short and simple oral and written texts with regard to appropriate linguistic elements according to context

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



FRENCH LANGUAGE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: French Language

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

French, as one of the international languages, plays an important role in developing the insight and competitiveness of the younger generation at the international level. It allows students to broaden their insights about science, technology, art and culture, and even the noble values and positive characters that develop in French speaking countries. They can then learn to respect, and emulate them for good cause.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

French learning in equivalency education has the goal of developing the potential of students to have communicative competence in interpersonal, transactional, and functional discourse using various forms of oral and written French texts about various factual and procedural knowledge in coherent with accurate and acceptable elements of language. Students are required to be able to carry out various productive, creative, and innovative learning activities that are in line with scientific activities.

After learning French language, students are expected to be able to use various social functions of language to communicate both verbally and in writing in various situations and topics using simple French.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of French language in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of French learning for level V equivalent to classes X and XI, and level VI equivalent to class XII includes knowledge and language skills. The scope of knowledge encompasses the supporting elements of language, namely phonetic / pronunciation, vocabulary, grammatical structure of French language and cross-cultural knowledge. While the four language skills taught include listening, speaking, reading and writing.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Demonstrating speech acts of greeting, saying goodbye, thanking, apologizing and ways of responding.	2.1 Practicing to say good morning, good afternoon, good night to someone in accordance with the formal / informal context and responding verbally and in writing.
1.2 Demonstrating self-introduction and asking the name of another person formally and informally.	2.2 Practicing self-introduction and asking the name of another person formally / informally through oral and written.
1.3 Saying and asking for the names of day, date, month, and year in the form of numbers and letters during the time of learning	2.3 Practicing to say the names of day, month, and year verbally and in writing
1.4 Demonstrating name, date of birth, address, phone number, email address	2.4 Practicing by making short discourse containing information about name, date of birth, address, and phone number
1.5 Saying the names of objects in the classroom, and building around the school	2.5 Presenting the names of objects in the classroom and buildings around non-formal educational unit verbally and in writing
1.6 Telling about the characters/nature of friends, tutors, and head of non-formal education unit verbally and in writing	2.6 Describing the characters/nature of classmates, tutors, head of non-formal educational institution, famous celebrities/figures verbally and in writing
1.7 Reading instructions in form of traffic signs on the road	2.7 Demonstrating instructions of traffic signs on the road verbally and in writing
1.8 Interpreting the meaning of French traditional song (such as <i>Allouette</i>)	2.8 Retelling the meaning of French traditional song verbally and in writing

1.9 Demonstrating speech acts of requesting attention, checking for understanding, appreciating performance, as well as inquiring and expressing opinion	2.9 Producing short text containing speech acts of requesting attention, checking for understanding, appreciating performance, and expressing opinion and how to respond verbally and in writing
1.10 Expressing speech acts to ask for willingness and desire to take an action in accordance with social function	2.10 Producing text containing speech acts to show readiness and willingness to take an action verbally and in writing
1.11 Distinguishing speech acts to give instruction, invite, forbid, request permission according to context	2.11 Producing text containing speech acts of giving instruction, inviting, forbidding, requesting permission verbally and in writing
1.12 Giving example of speech acts of congratulatory (<i>féliciter quelqu'un</i>) with regard to social functions, text structure, linguistic elements in oral and written interaction texts	2.12 Composing congratulatory speech act text for various situation verbally and in writing
1.13 Expressing the existence of people or things (e.g. <i>il est dans la classe, la chat est sur la table</i>)	2.13 Composing text containing speech act of expressing the existence of people or things verbally and in writing
1.14 Describing on-going activity/routine activities	2.14 Composing text describing daily routine activities (<i>present de l'indicatif</i>) verbally and in writing
1.15 Describing past activities/conditions (passé composé)	2.15 Composing text describing past activities/conditions (passé composé) verbally and in writing
1.16 Demonstrating short message (message courte) and notification according to social functions verbally and in writing	2.16 Composing oral and written short message and announcement related to school life
1.17 Finding the characteristics of descriptive text with regard to social functions	2.17 Composing descriptive text to describe people and objects verbally and in writing
1.18 Interpreting a poem in French verbally or in writing	2.18 Composing a poem in French verbally or in writing



Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Describing speech acts of hope and congratulatory on happiness	2.1 Composing simple text expressing hope and congratulatory on happiness and achievement verbally and in writing
1.2 Describing speech acts of necessity and proposals	2.2 Composing speech act text expressing prohibition/request/appeal verbally and in writing
1.3 Describing speech acts expressing intention (<i>but</i>)	2.3 Producing text containing speech acts to state and question the intent and purpose of carrying out actions / activities verbally and in writing
1.4 Expressing speech acts to give instructions and prohibitions (<i>demande quelqu'un de faire quelque chose et interdiction</i>) to take an action/activity according to context	2.4 Produce text that contains instructions/prohibitions on taking actions verbally and in writing
1.5 Expressing procedural texts containing imperative sentences such as food recipe, and manual book	2.5 Producing procedural texts in the form of food recipe and manual book verbally and in writing
1.6 Demonstrating speech acts expressing future events	2.6 Producing text containing speech act to express future event verbally and in writing
1.7 Interpreting the content of narrative texts	2.7 Making narrative texts such as forms, tickets, and lesson schedules verbally and in writing
1.8 Interpreting French fables	2.8 Retelling a simple French fable verbally or in writing

CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



ANTHROPOLOGY

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Anthropology

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is

specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Craft work subject is designed to prepare the nation's young generation as individuals and citizens who have faith, are creative, innovative, and care about the problems of society and nation, and also able to contribute to the life of the world, nation, state and civilization.

In particular, Craft subject has an important meaning to develop and strengthen local culture (local genius and local wisdom), character values as the rebuilding of local potential, balanced use of natural resources and as the basis of entrepreneurial development

and creative economy so as to be able to build national image and identity, and provide positive economic and social impacts.

Through strengthening workshop learning, students will be able to create creative ideas, be critical, and be able to adapt to the changes that take place in the environment and can think creatively and find new ways to solve problems to find innovative solutions. The basis of culture-based learning in the Craft Work subject is expected to foster the value of local wisdom and 'identity' so that the spirit of independence, entrepreneurship and at the same time the willingness to preserve the potential and values of local wisdom grow.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

In specific, Craft work subject teaches to achieve material and formal aims as follows.

1. Material Aim

To find craft product, to make craft product, to redesign a product, and to develop product such as handicraft, engineering, cultivation, and processing through identification, problem solving, designing, making, utilizing, evaluating, and developing product that will give benefit to everyday life. Meanwhile, the developed skills are the ability to modify, change, develop, and create also reconstruct, existing product, not only personal but also other's product.

2. Formal Aim

a. To find or express ideas that are able to bring up skills and talent of the students, it is applied mainly in primary education level (Package A equivalent to elementary school SD/MI).

- b. To develop creativity through: creating, designing, modifying, and reconstructing based on basic technology education, entrepreneurship, and local wisdom, starting from junior secondary level (Package B equivalent to junior high school SMP/MTs) to senior secondary school level (Package C equivalent to senior high school SMA/MA, SMK/MA)
- c. To train sensitivity of the students towards science, technology and art development to be innovator by developing: curiosity, care, sense of belonging, sense of beauty and tolerance.
- d. To build independent and innovative spirit of the students who are honest, responsible, discipline, and care.
- e. To grow technological and aesthetic thinking; fast, precise, fixed also aesthetic, economical and practical, start form senior secondary school level (Package C equivalent to senior high school SMA/MA, SMK/MA).
- f. To forge the courage to take risks in developing skills and implementing their knowledge.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Craft Work in Package B equivalent to junior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates

produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The structuring of the content of the subject matter is arranged according to the development of science and technology and is based on local culture / wisdom so as to grow the spirit of independence, entrepreneurship and at the same time willingness to preserve the potential and values of local wisdom. The context of local wisdom education (culture-based) is given at the level of primary to secondary education. The context of culture-based education / local wisdom in the Workshop subject is divided into four aspects, namely:

1. Handicraft

Handicraft can be associated with the work of the hands to create objects to meet the demands of satisfaction of views/aesthetics - ergonomics, with cultural symbols, ceremonial requirements and beliefs (theory of magic and religy), and functional objects associated with educational value in the manufacturing procedure. Thus, it is possible to explore from the local potential and applied art, as well as contemporary design (modernization and postmodernism).

2. Engineering

Engineering is related to several capabilities: designing, reconstructing and making products that are useful in everyday life with problem solving approaches. For example: the engineering of connecting wood beams to make the structure of the roof of the house must be carried out with the principle of accuracy so that the arrangement of the house does not easily collapse. It requires the unity of thought and the dexterity of the hands to make the arrangements. Thus it leads the students to: think creatively, practically, effectively, accurately and economically and have predictive thinking.

3. Cultivation

Cultivation is a work trying to add, grow, and realize objects or living things so that they become bigger/ growing, and multiply. In addition to routine and procedural systems, it also requires a sincerity of feeling so the cultivated plants or animals can grow well. The educational benefits of this cultivation technology are to foster feelings, increase understanding on growth, unite with the ecosystem, and become individual who think systematically based on the potential of local wisdom.

4. Processing

Processing means to alter or transform raw materials into finished products and to give added value through management techniques such as: mixing, preserving and modifying. The educational benefit of processing technology for the development of students' personalities is to train student to be creative, innovative, and think systematically. Among the aforementioned Craft Work aspects, education unit can choose at least one or two aspects by considering the availability of tutors / facilitators who have relevant background of knowledge and skills with the Craft Work aspects and also in accordance with the interests of the students.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency

education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

HANDICRAFT

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level III (equivalent to Grade VII to VIII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Explaining the definition, type, characteristics and processing methods of fibers and textiles through observation activities in the field and / or literature studies.	2.1 Choosing the type of material and how to process fibers and textiles produced in the local area based on observations or literature studies (examples of fibers such as grass / weeds, cotton, fleece, plastic ropes, bark; example of textiles such as textile fabrics, woven fabrics, and etc.).
1.2 Explaining basics design, type and character of materials and stages of making creative handicrafts made of fiber and textile materials (new creations), and how to pack them, through observation or literature study.	2.2 Designing, making and presenting creative and innovative handicraft products made from fiber/textile in accordance with local region's materials and techniques (for example, grass / weeds, cotton, fleece, bark, cloth, plastic rope, etc.).
1.3 Explaining types, characteristics, methods and techniques of processing paper, plastic sheets (and similar types of sheet material) according to the potential of the region, through observation and / or literature study.	2.3 Choosing the type of material and how to process paper and plastic sheet (and similar types of sheet material) according to the potential of the local region, through observation or literature study.
1.4 Understanding the basics design and stages of making handicraft from paper and plastic sheet creatively (new creations) and how to pack them, through observation or literature.	2.4 Designing, making and presenting handicrafts made of paper and plastic sheets (and similar types of sheets material) based on the potential of the local region by using creative techniques (changing, adding, reducing existing designs).

1.5 Explaining the definition, type of material, characteristics and methods of processing soft materials (natural soft materials such as clay, skin, <i>nyatu</i> (Sapotaceae plant) latex, flour clay; artificial soft materials such as wax, fiberglass, gypsum, soap, polymer clay / plasticine, paraffin) through observation or literature study.	2.5 Choosing the type of material and how to process soft materials (natural soft materials such as clay, skin, <i>nyatu</i> (Sapotaceae plant) latex, flour clay; artificial soft materials such as wax, fiberglass, gypsum, soap, polymer clay / plasticine, paraffin) produced in the local region based on the results of observations or literature study.
1.6 Explaining the basic design and stages of making creative handicrafts from soft materials (new creations), and how to pack them, through observation or literature study.	2.6 Making creative handicrafts from soft materials (new creations) produced in the local region according to the stages of making the work and making the packaging (natural soft materials such as clay, skin, <i>nyatu</i> (Sapotaceae plant) latex, flour clay; artificial soft materials such as wax, fiberglass, gypsum, soap, polymer clay / plasticine, paraffin).
1.7 Explaining the type, characteristics, methods and techniques of processing waste materials (for example: natural waste materials such as shells, fish scales, fish bones; artificial waste materials such as glass, ceramics and plastic bottles) through observations or literature study.	2.7 Choosing the type of natural, artificial (factory-made) materials such as: shellfish waste materials, fish scales, fish bones; glass, ceramic and plastic bottle-made waste materials as well as techniques for processing waste materials produced in the local region through observation or literature study.
1.8 Understanding the basic design and creative stages of making handicrafts made of shells, glass, ceramics and plastic bottles (new creations) and how to pack them through observation or literature study.	2.8 Making creative handicraft of shells, glass, ceramics and plastic bottles (new creations) produced in the local region according to the stages of making the work and making the packaging.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level IV (equivalent to Grade IX)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.

1.1 Explaining the definition, type, nature, and character of the material (medium) and techniques for processing wood and bamboo materials, twigs, boards, beams, rattan through observation and literature study.	2.1 Choosing the type of material and how to process wood and bamboo materials (e.g. twigs, boards, beams, rattan) produced in the local region based on the knowledge of the results of observations and literature study.
1.2 Explaining the basic of designing and the stages of making creative wood and bamboo (e.g. twigs, boards, beams, rattan) handicrafts (new creations) also how to pack them through observation and literature study.	2.2 Making creative wood and bamboo (e.g. twigs, boards, beams, rattan) handicrafts (new creations) produced in the local region according to the stages of making and packaging.
1.3 Explaining the definition, types, characteristics and steps of processing metal, stone or plastic materials through observation and literature study.	2.3 Choosing the type of material and techniques for processing metal, stone or plastic materials according to the potential of the local area through observation or literature study.
1.4 Identifying craftworks made of metal, stone or plastic based on design principles, steps of making and displaying / packaging handicrafts.	2.4 Designing, making, packing, displaying creative (new creations) handicrafts made of metal, stone or plastic produced in the local region according to the stages of making the work and the packaging.

ENGINEERING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level III (equivalent to Grade VII to VIII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Explaining technology developments and their effects on the profession and everyday life also products design in the form of sketches, technical drawings and work safety.	2.1 Making sketches and technical drawings from a simple technological product design that is useful for everyday life.
1.2 Identifying the type, character, function and strength of the material as well as the use of processing work equipment.	2.2 Making simple technology product in accordance with the nature, function, and strength of available materials in the surrounding environment.

1.3 Identifying types and functions of construction technology.	2.3 Making simple product sketches of construction technology.
1.4 Explaining the type, nature and function of joints and reinforcement of construction.	2.4 Making simple construction technology products.
1.5 Explaining equipment development and medium technology transmitter of information and communication.	2.5 Designing communication and information technology product that is useful in everyday life.
1.6 Identifying the types, characteristics, functions and terms of information and communication technology.	2.6 Making simple information and communication technology product that is useful in everyday life.
1.7 Identifying the types and functions of construction technology.	2.7 Making sketches of simple construction of technology products.
1.8 Explaining the type, character and function of the connection and reinforcement of construction.	2.8 Making simple construction of technology products.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level IV (equivalent to Grade IX)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Explaining the principle of electricity and the electrical installation system of household products.	2.1 Designing household electrical installations.
1.2 Identifying components, types and functions of electrical installations.	2.2 Making household miniature electrical installations.
1.3 Explaining the basics of analog and digital electronics systems, and control systems.	2.3 Designing a simple electronic controller circuit.
1.4 Analyzing electronic control systems through observation or literature study.	2.4 Making a simple electronic controller.

CULTIVATION

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level III (equivalent to Grade VII to VIII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Identifying types of vegetable crops, production facilities, and alternative vegetable cultivation media that can be developed in the local region.	2.1 Determining the type of vegetable crops to be cultivated according to the characteristics of the local region.
1.2 Explaining the steps of cultivating vegetable crop.	2.2 Practicing the steps of cultivating vegetable crop.
1.3 Identifying the types of medicinal plants and their production facilities that can be developed according to the needs and characteristics of the local region.	2.3 Determining the commodity of medicinal plants to be cultivated in accordance with the needs and characteristics of the local region.
1.4 Explaining the steps of cultivating medicinal plants.	2.4 Practicing the steps of cultivating medicinal plants.
1.5 Identifying the living requirements and commodities of pet livestock that can be developed in the local region.	2.5 Determining the commodities of pet livestock commodities that can be developed in the local region.
1.6 Explaining the requirements of pet livestock farming facilities and equipments.	2.6 Preparing facilities for the maintenance of pet livestock with simple equipment.
1.7 Explaining the steps of farming pet livestock.	2.7 Maintaining pet livestock according to the steps.
1.8 Identify types, requirements, and commodities of alternative stockfeeds (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails, etc.) that can be developed in the local region.	2.8 To determine commodities of alternative stockfeeds (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails, etc.) that can be developed in the local region.
1.9 To explain the needs and characteristics of production facilities and equipment for alternative stockfeeds (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails, etc.).	2.9 To determine the facility and equipment of alternative stockfeed (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails etc.).
1.10 Explaining the steps of alternative stockfeed (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails, etc.).	2.10 To practice the cultivation of alternative stockfeeds (crickets, <i>kroto</i> – eggs of red ants, silkworms, worms, snails, etc.) that can be developed in the local region.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level IV (equivalent to Grade IX)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Identifying the types, characteristics and commodities of consumption fish that can be developed in the local region.	2.1 Determining consumption fish commodities that can be developed in the local region.
1.2 Identifying types of containers, production facilities and equipment for consumption fish farming.	2.2 Preparing facilities and equipment needed for consumption fish farming.
1.3 Explaining the steps of farming (rearing) consumption fish.	2.3 Practicing the steps of farming (rearing) of consumption fish that can be developed in the local region.
1.4 Identifying types, characteristics, and commodities of ornamental fish that can be developed in the local region.	2.4 Determining the commodity of ornamental fish that can be developed in the local region
1.5 Identifying types of containers, production facilities and equipment for ornamental fish farming.	2.5 Preparing ornamental fish farming facilities and equipment.
1.6 Explaining the steps of farming (rearing) of ornamental fish.	2.6 Practicing the steps of farming (rearing) ornamental fish that can be developed in the local region.

PROCESSING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level III (equivalent to Grade VII to VIII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.

1.1 Identifying the content and benefits of local fresh fruit, as well as the stages and techniques of processing fresh fruit into food and beverages through observation or literature study.	2.1 Making and presenting creatively food and drinks from special fresh fruits of the local region.
1.2 Explaining the definition, characteristics, content and benefits of secondary products, as well as the stages and techniques of processing secondary products from fresh local fruit into food or drinks through observation or literature study.	2.2 Making and presenting creatively food and drinks from the secondary products of special fresh fruits of the local region.
1.3 Identifying the content and benefits, and the stages and techniques for processing local vegetable ingredients into food and beverages through observation or literature study.	2.3 Making and serving creatively food and drink from special vegetable ingredients of the local region.
1.4 Explaining the definition, characteristics, content and benefits, as well as the stages and techniques for processing secondary products of local vegetables into food or drinks through observation or literature study.	2.4 Making and presenting creatively food or drinks from special secondary vegetable of the local region.
1.5 Identifying the content and benefits, as well as the stages and techniques for processing local cereals / grains, beans and tubers into food or drinks through observation or literature study.	2.5 Making and presenting creative food or drinks from cereals / grains, beans and tubers of the local region.
1.6 Explaining the definition, type and characteristics, and the stages and techniques for processing local cereals / grains, beans and tubers into semi-finished food ingredients through observation or literature study.	2.6 Making and presenting / packing creatively semi-finished food ingredients from special local cereals / grains, beans and tubers.
1.7 Identifying the content and benefits, and the stages and techniques for processing semi-finished food from local cereals / grains, beans, and tubers into food through observation or literature study.	2.7 Making and presenting creatively food from semi-finished food ingredients from special local cereals / grains, beans and tubers.
1.8 Explaining the definition, type, content and benefits, as well as the stages and techniques for processing the secondary products of local cereals / grains, beans and tubers into food or beverages through observation or literature study.	2.8 Making and presenting creatively food or drinks from secondary food products from local cereals / grains, beans and tubers.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level IV (equivalent to Grade IX)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding knowledge (factual, conceptual, and procedural) based on the curiosity of knowledge, technology, art, and culture related to phenomenon and visible event.	2. Processing, presenting and reasoning in concrete contexts (using, explaining, combining, modifying, and making) and abstract contexts (writing, reading, counting, drawing and composing) the same theoretical point of view in accordance with what is learned at school and other sources.
1.1 Identifying the content and benefits, as well as the stages and techniques for processing local livestock (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) products into food or drinks through observation or literature study.	2.1 Making and serving food or drinks from special local livestock (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) products.
1.2 Explaining definition, content and benefits, and the stages and techniques for processing local livestock (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) products into semi-finished food ingredients through observation or literature study.	2.2 Making and presenting / packing creatively semi-finished food ingredients from livestock products (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) specifically available in the local region.
1.3 Explaining the definition, content and benefits, and the stages and techniques for processing semi-finished food from local livestock (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) products into food through observation or literature study.	2.3 Making and presenting food from semi-finished food from livestock products (creative meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) specifically available in the local region.
1.4 Explaining the definition, content and benefits, and the stages and techniques of processing local livestock (meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) products into food and beverages through observation or literature study.	2.4 Making and presenting food or beverages from secondary food products of livestock (creative meat, eggs, milk) and fisheries (fish, shrimp, squid, seaweed) specifically available in the local region.



ART AND CULTURE

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Art and Culture

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is

specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

So far, the Cultural Art subject in junior high school is designed to prepare new nation generations who have knowledge, skills, and sense of aesthetic and artistic, critical, appreciative, and creative behavior to sustain nation development and world civilization. In particular, the Cultural Art subject plays a significant role in developing students' awareness and ability to appreciate various cultural arts that enable them to live in a civilized and tolerant manner in a pluralistic society and culture.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

The Cultural Art subject specific aims are to:

1. Grow appreciation, honesty, discipline, confident, tolerance, cooperation, and responsible attitude;
2. Understand fact, concept, principle, procedure and the importance of studying Cultural Art;
3. Show appreciation and develop aesthetic experience through Cultural Art learning;
4. Do self-expression through creative and productive art work activity;
5. Make art work performances and exhibitions.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Cultural Art in Package C equivalent to senior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The Scope of Cultural Art subject in Package C Equivalency Education is based on four aspects that can be chosen by the educational unit to be taught in accordance with the availability of

existing resources and interests of students. The four aspects are:

1. Fine Art

Fine art learning includes appreciation of fine arts, aesthetic fine art, knowledge on fine art materials and tools, techniques of creating art, fine art exhibitions, evaluating fine arts, fine art portfolios

2. Music

Music learning includes appreciation of music, aesthetic music, knowledge on music materials and tools, techniques of creating music, music exhibitions, evaluating music, and music portfolios

3. Dance

Dance learning includes appreciation of dance, aesthetic dance, knowledge on dance materials and tools, techniques of creating dance, dance exhibitions, evaluating dance, and dance portfolios

4. Theatre

Theatre learning includes appreciation of theatre, aesthetic theatre, knowledge on theatre materials and tools, techniques of creating theatre, theatre exhibitions, evaluating theatre, and theatre portfolios

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal

education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Level V (equivalent to Grade X to XI) FINE ART

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the concepts, elements, principles, materials, and techniques in creating two-dimensional fine art works	2.1 Creating model/example inspired two-dimensional fine art works using various mediums and techniques in accordance with local available materials
1.2 Understanding the procedures, materials, and techniques in the process of creating three-dimensional art works	2.2 Creating model/example inspired three-dimensional fine art works using various mediums and techniques in accordance with local available materials
1.3 Understanding the concept, procedures and management of fine art work exhibition	2.3 Organizing model/example inspired two- and three-dimensional fine art work exhibition
1.4 Understanding the concept, procedures, and functions of criticism in fine art work	2.4 Making description/response to fine artwork verbally or in writing based on observation
1.5 Analyzing the concept, elements, principles, materials, and techniques in creating two-dimensional fine art work	2.5 Creating two-dimensional fine artwork by example that are then modified, changed its shape a little bit so as to be more attractive using various mediums and techniques in accordance with local available materials
1.6 Analyzing the concept, elements, principles, materials, and techniques in creating three-dimensional fine artwork	2.6 Creating three-dimensional artwork by example that are then modified, changed its shape a little bit so as to be more attractive using various mediums and techniques in accordance with local available materials
1.7 Analyzing the planning, implementation, and report on organizing fine art work exhibitions	2.7 Organizing exhibition for modified two- and three-dimensional fine art works
1.8 Analyzing fine art work in the form of writing	2.8 Making analysis on fine art work verbally or in writing

MUSIC

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding traditional music	2.1 Playing a traditional musical instrument based on local available instruments
1.2 Analyzing the types and social functions of traditional musical instruments in the community	2.2 Making a presentation on the analysis result of the types and social functions of local available traditional musical instruments
1.3 Understanding and appreciating traditional musical performances	2.3 Performing traditional music based on local available musical instruments
1.4 Understanding the concept, forms, and types of traditional musical performances	2.4 Making analysis on the result of traditional musical performances
1.5 Understanding the concept of Western music	2.5 Playing local available Western musical instruments
1.6 Analyzing Western music	2.6 Presenting the analysis result of Western music
1.7 Analyzing the result of Western musical performances	2.7 Writing about Western music
1.8 Understanding the development of Western music	2.8 Performing several songs and performances of Western music using local available Western musical instruments

DANCE

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the techniques and procedures of traditional dance movements	2.1 Demonstrating traditional dance movements

1.2 Understanding the aesthetic values of traditional dance movements	2.2 Demonstrating dance movements in accordance with the aesthetic values
1.3 Analyzing the variation of traditional dance movements	2.3 Demonstrating the variation of traditional dance movements along to the music
1.4 Analyzing traditional dance	2.4 Writing about a dance work
1.5 Applying the concept of creating creation dance	2.5 Creating creation dance in accordance with the tap
1.6 Applying the aesthetic values on creation dance to the accompaniment of music	2.6 Creating creation dance work in accordance with the aesthetic values and musical accompaniment
1.7 Evaluating creation dance movements based on stage performing techniques	2.7 Presenting the variations of creation dance movements based on stage performing techniques
1.8 Evaluating creation dance works	2.8 Writing about creation dance performances

THEATRE

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the concept of acting art that rooted in traditional theater art	2.1 Demonstrating scene in accordance with the concept of acting art that rooted in traditional theater art
1.2 Understanding the technique of writing the script of a play that rooted in traditional story	2.2 Understanding the technique of writing the script of a play that rooted in traditional story
1.3 Understanding the concept of designing traditional theater art performances	2.3 Designing traditional theater art performances
1.4 Analyzing traditional theater art performances	2.4 Performing traditional theater art
1.5 Understanding the concept of acting art in accordance with the rules of modern theater art	2.5 Demonstrating scene in accordance with the rules of modern theater
1.6 Reinterpreting the meaning of a play script in accordance with the rules of modern theater art	2.6 Writing a play script in accordance with the rules of modern theater art based on daily event interpretation
1.7 Understanding the designing of modern theater art performances	2.7 Designing modern theater art performances
1.8 Analyzing modern theater art performances	2.8 Performing modern theater art

Level VI (equivalent to Grade XII)

FINE ART

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Evaluating two-dimensional fine art works	2.1 Making two-dimensional fine art works based on imagination using various mediums and techniques in accordance with local available materials
1.2 Evaluating three-dimensional fine art works	2.2 Making three-dimensional fine art works based on imagination using various medium and techniques in accordance with local available materials
1.3 Evaluating exhibitions	2.3 Organizing two- and three dimensional fine art work exhibition of student's own works
1.4 Evaluating fine art work	2.4 Making evaluation in the form of criticism of art works verbally or in writing

MUSIC

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding the concept and techniques of creating contemporary music	2.1 Presenting the concept and techniques of creating contemporary music
1.2 Analyzing contemporary music works	2.2 Presenting analysis on contemporary music
1.3 Evaluating contemporary musical performances	2.3 Applying the concept and techniques of creating contemporary music
1.4 Designing the concept and techniques of contemporary music independently	2.4 Performing student's own contemporary music creation

DANCE

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Designing the management of dance performance	2.1 Applying the management of dance performance
1.2 Designing dance works	2.2 Creating dance works
1.3 Evaluating dance work design	2.3 Performing dance works
1.4 Evaluating dance performance	2.4 Making written evaluation of a dance performance

THEATRE

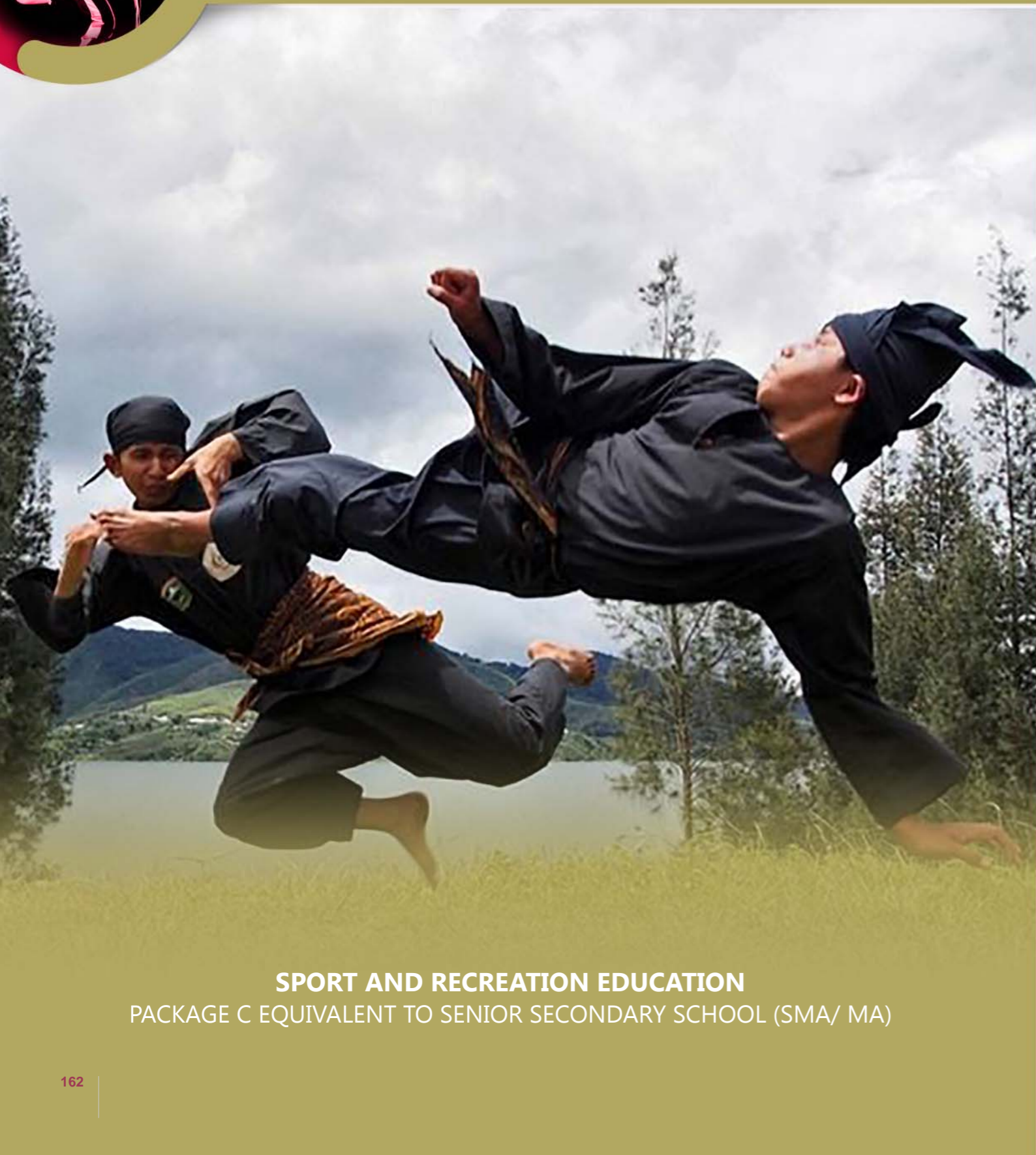
Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Understanding contemporary theater art concepts	2.1 Demonstrating contemporary theater scene
1.2 Understanding contemporary theater script writing technique	2.2 Composing a play script in accordance with the rule of contemporary theater
1.3 Understanding the designing of contemporary theater performances	2.3 Designing contemporary theater performances
1.4 Analyzing contemporary theater performances	2.4 Performing contemporary theater



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



SPORT AND RECREATION EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Sport and Recreation Education

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is specifically intended to answer this challenge. It is expected to be able to create quality

graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Sport and Recreation Education is designed as a means to refresh and restore physical and mental strength through various activities of developing human organs (body building), physical fitness (physical fitness), physical activities (physical fitness), and skill development.

The learning environment in sports and recreation education involves physical, mental, intellectual, emotional and social elements by instilling active and recreational life patterns through various physical activities and games, and health education as an effort to improve life safety, personal and environment hygiene, as well as mental and social health.

By learning sports and recreation students learn to interact with others outdoor or indoor arenas through recreational sports program that is well-structured and planned, interesting and fun, in order to shape the personal development of learners who are able to work together, be sporty, honest and tolerant in carrying out activities and solving problems in daily life independently and dare to compete in the global era.

B. Aim

In general, the curriculum aims four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

Specifically, Sport and Recreation Education subjects aims to develop self-management skills in maintaining physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral character foundation, healthy lifestyle and the introduction of clean environment through physical activity, exercise, health and recreation that are planned systematically, recreationally / fun, and according to the developmental age and local cultural life.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Sport and Recreation Education in Package C equivalent to senior secondary school is designed to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The scope of learning material in Sport and Recreation Education for Package C equivalent to senior secondary school focuses more on developing basic motor patterns, athletics (track and field), big ball and small ball games, martial arts, physical fitness development through various simple, recreational, and local traditional games and sports as well as rhythmic movement activities. In addition, it also discusses health education which addresses personal health according to the age of development from personal and environmental hygiene, prevention of dangerous drugs, to the dangers of HIV-AIDS, as well as mental and social health.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Analyzing the motor skills of one of simple, traditional, and or recreational big ball games to produce good motor coordination*	2.1 Practicing the analysis result of motor skills of one of simple, traditional, and or recreational big ball games with simplified rules to produce good motor coordination
1.2 Analyzing the motor skills of one of simple, traditional, and or recreational big ball games and drawing up an improvement plan	2.2 Practicing the analysis result of motor skills of one of simple, traditional, and or recreational big ball games with simplified rules and drawing up an improvement plan
1.3 Analyzing the motor skills of one of small simple, traditional, and or recreational big ball games to produce good motor coordination*	2.3 Practicing the analysis result of the motor skills of one of small simple, traditional, and or recreational big ball games to produce good motor coordination*
1.4 Analyzing the motor skills of one of simple, traditional, and or recreational small ball games and drawing up an improvement plan*	2.4 Practicing the analysis result of motor skills of one of simple, traditional, and or recreational big ball games with simplified rules to produce good motor coordination
1.5 Analyzing the skills of race walking, running, jumping, and throwing to produce effective motor*	2.5 Practicing the analysis result of the skills of race walking, running, jumping, and throwing to produce effective motor*
1.6 Analyzing the skills of race walking, running, jumping, and throwing to produce effective motor and drawing up an improvement plan*	2.6 Practicing the analysis result of the skills of race walking, running, jumping, and throwing to produce effective motor and drawing up an improvement plan*
1.7 Analyzing the motor skills of art and martial art (stances, footwork patterns, punching, kicking, and blocking) to produce effective motor**	2.7 Practicing the analysis result of the motor skills of art and martial art (stances, footwork patterns, punching, kicking, and blocking) to produce effective motor*
1.8 Analyzing the strategies in shadow fighting to produce effective motor**	2.8 Practicing the analysis result of the strategies in shadow fighting to produce effective motor*
1.9 Analyzing the concept of exercise and component measurement of physical fitness related to health (endurance, strength, flexibility) using standardized instruments, such as Indonesian Physical Fitness Test (<i>Tes Kesegaran Jasmani Indonesia/TJKI</i>)	2.9 Practicing the analysis result of the concept of exercise and component measurement of physical fitness related to health (endurance, strength, flexibility) using standardized instruments, such as Indonesian Physical Fitness Test (<i>Tes Kesegaran Jasmani Indonesia/TJKI</i>)

1.10 Analyzing the concept of exercise and component measurement of physical fitness related to skills (speed, agility, balance, and coordination) using standardized instruments, such as Indonesian Physical Fitness Test (<i>Tes Kesegaran Jasmani Indonesia/TJKI</i>)	2.10 Practicing the analysis result of the concept of exercise and component measurement of physical fitness related to skills (speed, agility, balance, and coordination) using standardized instruments, such as Indonesian Physical Fitness Test (<i>Tes Kesegaran Jasmani Indonesia/TJKI</i>)
1.11 Analyzing the skills of simple motor sequences in gymnastics floor exercise (forward and backward roll, neck spring, bridge, and candlestick position)	2.11 Practicing the analysis result of the skills of simple motor sequences in gymnastics floor exercise (forward and backward roll, neck spring, bridge, and candlestick position)
1.12 Analyzing various skills of complex motor sequences in gymnastics floor exercise (forward and backward roll, neck spring, bridge, candlestick position, handstand, headstand, squat vault, straddle vault, and cartwheel)	2.12 Practicing the analysis result of various skills of complex motor sequences in gymnastics floor exercise (forward and backward roll, neck spring, bridge, candlestick position, handstand, headstand, squat vault, straddle vault, and cartwheel)
1.13 Analyzing motor sequences of footsteps, arm swings, and other body parts with the rhythm (beat) accompaniment in rhythmic gymnastic	2.13 Practicing the analysis result of motor sequences of footsteps, arm swings, and other body parts with the rhythm (beat) accompaniment in rhythmic gymnastic
1.14 Analyzing the systematic of exercise (warming up, core, and cooling down) in rhythmic gymnastic	2.14 Practicing the systematic of exercise (warming up, core, and cooling down) in rhythmic gymnastic
1.15 Analyzing the skills of one swimming styles***	2.15 Practicing one of swimming styles***
1.16 Analyzing the skills of two swimming styles***	2.16 Practicing the skills of two swimming styles***
1.17 Understanding the concept and principles of positive peer interactions among adolescents and the prevention of pregnancy in adolescent	2.17 Presenting the concept and principles of positive peer interactions among adolescents and the prevention of pregnancy in adolescent
1.18 Analyzing the long-term benefits of regular physical activities	2.18 Presenting the long-term benefits of regular physical activities
1.19 Analyzing various laws and regulations as well as legal consequences for users and dealers of narcotics, psychotropic substances, additives (NAPZA) and other dangerous drugs	2.19 Presenting various laws and regulations as well as legal consequences for users and dealers of narcotics, psychotropic substances, additives (NAPZA) and other dangerous drugs
1.20 Analyzing the dangers, modes of transmission, and ways to prevent the transmission of HIV/AIDS	2.20 Presenting the analysis results of the dangers, modes of transmission, and ways to prevent the transmission of HIV/AIDS

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules

1.1 Designing the attacking and defensive patterns of one of simple, traditional, and or recreational big ball games*	2.1 Practicing the design of the attacking and defensive patterns of one of simple, traditional, and or recreational big ball games*
1.2 Designing the attacking and defensive patterns of one of simple, traditional, and or recreational small ball games*	2.2 Practicing the design of the attacking and defensive patterns of one of simple, traditional, and or recreational small ball games*
1.3 Designing simulation of race walking, running, jumping, and throwing in accordance with the rules*	2.3 Practicing the simulation design of race walking, running, jumping, and throwing in accordance with the rules*
1.4 Designing the attacking and defensive patterns in martial arts in accordance with the rules**	2.4 Practicing the design of attacking and defensive patterns in martial arts in accordance with the rules of the game**
1.5 Designing exercise program to improve physical fitness in relation to health (types of exercise: endurance, strength, and flexibility) and skills (types of exercise: speed, agility, balance, and coordination) individually	2.5 Practicing the design of exercise program to improve physical fitness in relation to health (types of exercise: endurance, strength, and flexibility) and skills (types of exercise: speed, agility, balance, and coordination) individually
1.6 Designing several skill sequence patterns of gymnastic floor exercise	2.6 Practicing the design of several skill sequence patterns of gymnastic floor exercise
1.7 Designing the systematic of exercise (warming up, core, and cooling down) in rhythmic gymnastic	2.7 Practicing the systematic design of exercise (warming up, core, and cooling down) in rhythmic gymnastic
1.8 Analyzing two swimming styles for self-rescue and emergency rescue skills in water using supporting tools	2.8 Practicing two swimming styles for self-rescue and emergency rescue skills in water using supporting tools
1.9 Analyzing the steps to self-protect and protect others from sexually transmitted diseases	2.9 Presenting the analysis result of the steps to self-protect and protect others from sexually transmitted diseases

Remarks:

- *) To achieve the basic competencies in big ball games and small ball games, customize it according to available facilities and infrastructure. (Mind to opt for students' preference of lesson over the teacher's so that the physical education and health sports does not become a scourge for the students).
- ***) Pencak silat martial arts is replaceable with other types of martial arts (karate, judo, taekwondo, etc.) tailored to the situation and conditions of the school. Martial arts learning activities should be given as early as grade IV because the psychological characteristics of children in grade I, II, and III are still not qualified for the lesson.
- ***) Water activities learning may be carried out according to conditions. If it cannot be implemented, it can be replaced with other physical activities that are in the scope of the material.



CONTEXTUALIZATION OF THE 2013 CURRICULUM EQUIVALENCY EDUCATION

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)



CRAFT AND ENTREPRENEURSHIP

PACKAGE C EQUIVALENT TO SENIOR SECONDARY SCHOOL (SMA/ MA)

Contextualization Of The 2013 Curriculum Equivalency Education

Subject: Craft and Entrepreneurship

Level : Package C Equivalent to Senior Secondary School (SMA / MA)

A. Rationale

National education is basically intended to educate the nation's civil society in a sustainable manner. It is also expected to guarantee equal distribution of quality education opportunities for every citizen of the nation because education is also basically the right of every citizen. In connection with that the Ministry of Education and Culture of the Republic of Indonesia in one of its missions aims to improve access and quality of graduates equally to support the nation's competitiveness. Increasing access and quality of education as emphasized in the national education mission is expected to be able to answer the challenges faced in terms of fulfilling rights and meeting the needs of quality education for every citizen.

Education in Indonesia encounters specific problems and challenges related to improving human quality in development, namely the low participation of the population in education, especially for junior and senior secondary education, for various reasons.

Equivalency education as an integral part of the implementation of national education is

specifically intended to answer this challenge. It is expected to be able to create quality graduates equal to that of formal education graduates. For this reason, the development of an equivalency education curriculum is carried out by referring to and through the contextualization of the formal education curriculum. Contextualization is carried out on aspects of empowerment-oriented knowledge, skills, and attitudes so that the graduates can contribute to the community with a variety of creative, innovative social, economic and cultural activities.

Craft and Entrepreneurship subject is designed to prepare the nation's young generation as individuals and citizens who have faith, are creative, innovative, and care about the problems of society and nation, and also able to contribute to the life of the world, nation, state and civilization.

In particular, Craft and Entrepreneurship subject have an important meaning to develop and strengthen local culture (local genius and local wisdom), character values as the rebuilding of local potential, balanced use of natural

resources and as the basis of entrepreneurial development and creative economy so as to be able to build national image and identity, and provide positive economic and social impacts.

Through strengthening the Craft and Entrepreneurship learning, students will be able to come up with creative ideas, be critical, and be able to adapt to the changes in the environment and find new ways to solve problems to find innovative solutions. The basis of culture-based learning in the Craft and Entrepreneurship subject is expected to foster the value of local wisdom and 'identity' so that the spirit of independence, entrepreneurship and at the same time the willingness to preserve the potential and values of local wisdom grow.

B. Aim

In general, the curriculum targets four dimensions of competence, namely spiritual attitudes, social attitudes, knowledge and skills, which are achieved through the intra-curricular, co-curricular, and / or extracurricular learning process.

In specific, Craft work subject teaches to achieve material and formal aims as follows.

1. Material Aim

To find craft product, to make craft product, to redesign a product, and to develop product such as handicraft, engineering, cultivation, and processing through identification, problem solving, designing, making, utilizing, evaluating, and developing product that will give benefit to everyday life. Meanwhile, the developed skills are the ability to modify, change, develop, and create also reconstruct, existing product, not only personal but also other's product.

2. Formal Aim

- a. To discover or express ideas that are able to bring up skills and talent of the students, it is applied mainly in primary education level (Package A equivalent

to elementary school SD/MI).

- b. To develop creativity through: creating, designing, modifying, and reconstructing based on basic technology education, entrepreneurship, and local wisdom, starting from junior secondary level (Package B equivalent to junior high school SMP/MTs) to senior secondary school level (Package C equivalent to senior high school SMA/MA, SMK/MA)
- c. To train sensitivity of the students towards science, technology and art development to be innovator by developing: curiosity, care, sense of belonging, sense of beauty and tolerance.
- d. To build independent and innovative spirits of the students who are honest, responsible, discipline, and care.
- e. To grow technological and aesthetic thinking; fast, precise, fixed also aesthetic, economical and practical, start from senior secondary school level (Package C equivalent to senior high school SMA/MA, SMK/MA).
- f. To forge the courage to take risks in developing skills and implementing their knowledge.

C. Scope

The implementation of equivalency education encounters objective challenges so that it is necessary to utilize the potential of human resources, natural resources, and community development to improve the nation's competitiveness.

The learning of Craft and Entrepreneurship in Package C equivalent to junior secondary school is designed to contribute to the need to improve the quality of human resources. It contains materials that in parallel with those in formal education so that final competencies

are equivalent to the quality of graduates produced by formal education. Additionally, contextualization is carried out on aspects of learning so that equivalency education able to answer the problems and challenges that exist.

The structuring of the subject matter content is arranged according to the development of science and technology and is based on local culture / wisdom so as to grow the spirit of independence, entrepreneurship and at the same time willingness to preserve the potential and values of local wisdom. The context of local wisdom education (culture-based) is given at the level of primary to secondary education. The context of culture-based education / local wisdom in the Craft and Entrepreneurship subject is divided into four aspects, namely:

1. Handicraft

Handicraft can be associated with the work of the hands which resulting objects to meet the demands of satisfaction of views/aesthetics - ergonomics, with cultural symbols, ceremonial requirements and beliefs (theory of magic and religion), and functional objects associated with educational value in the manufacturing procedure. This scope can explore from the local potential and applied art, contemporary design (modernization and postmodernism).

2. Engineering

The engineering craft is related to several capabilities: designing, reconstructing and making products that are useful in everyday life with problem solving approaches. For example: the engineering of connecting wood beams to make the structure of the roof of the house must be carried out with the principle of accuracy so that the arrangement of the house does not easily collapse. This scope requires the unity of thought and the dexterity of the hands to make the arrangements and so leads to: think creatively, practically, effectively, accurately and economically and have predictive thinking.

3. Cultivation

Cultivation is a work trying to add, grow, and realize objects or living things so that they get bigger/ growing, and multiply. This performance requires a feeling as if s/ he were a cultivator. The principle of taste fostering in the cultivation performance will give life into plants or animals, but during working, a system needs to run routinely or procedurally. The educational benefits of this cultivation technology are fostering feelings, the ability to understand growth and unite with the ecosystem, becoming students who think systematically based on the potential of local wisdom.

4. Processing

Processing means to alter or transform basic materials into finished products and to give added value through management techniques such as: mixing, preserving and modifying. The educational benefits of processing technology for the development of students' personalities are to train students' sense of taste that can be correlated in daily life and their systematic thinking.

Among the aforementioned Craft Work aspects, education unit can choose at least one or two aspects by considering the availability of tutors / facilitators who have relevant background of knowledge and skills with the Craft Work aspects and also in accordance with the interests of the students.

D. Contextualization of Core and Basic Competencies of Equivalency Education Curriculum

Contextualization of curriculum competencies is carried out in accordance with the challenges of equivalency education without changing or reducing the quality standards or competency of graduates to be achieved as contained in formal education. Contextualization is done so that it is easily operated and realized in the practice of implementing equality education.

The principles used in conducting contextualization are tailored to the problems, challenges, needs, and characteristics of equivalency education, namely: (1) ensuring the basic competencies of equivalency education equivalent to the basic competencies of formal education; (2) making the formulation or competency description more operational; (3) giving special pressure on the formulation of competencies in aspects of knowledge, skills and attitudes so that they can be achieved according to the expected needs, and equivalency education can act as an alternative education to solve the

existing problems and improve the quality and development of education.

The contextualization includes conceptualization, material details, clarity of scope, description of operational verb, and formulation of sentences.

Level V (equivalent to Grade X to XI)

HANDICRAFT

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying the definition, form, and characteristics of entrepreneurship based on type of business, capital, and marketing method by considering business success and failure factors through observation or literature study	2.1 Determining the characteristics of entrepreneur based on type of business, capital, and marketing method, and by considering business success and failure factors through observation or literature study
1.2 Explaining the steps to plan a craft business by taking inspiration from non-material local culture based on need, business opportunity, and available materials and tools in the local area through observation or literature study	2.2 Planning and running a craft entrepreneurship by taking inspiration from non-material local culture based on needs, business opportunity, and available materials and tools in the local area
1.3 Analyzing craft production system (the methods and the stages of making a craft business) by taking inspiration from non-material local culture based on local available resources and carrying capacity through observation or literature study	2.3 Creating craft works by taking inspiration from non-material local culture based on local available resources, carrying capacity, and analysis result of craft production system

1.4 Identifying the way to determine cost of goods and calculate unit production cost of craft work by learning from the experience of local entrepreneur	2.4 Calculating unit production cost of non material local culture inspired craft work according to planning
1.5 Describing the meaning of planning and marketing strategy of a non-material local culture inspired craft work	2.5 Practicing the marketing strategy of non material local culture inspired craft work based on field observation and literature study
1.6 Analyzing the advantages and disadvantages of non-material local culture inspired craft work for future business development	2.6 Evaluating the products of non-material local culture inspired craft work for future business development
1.7 Explaining the stages in planning an entrepreneurial craft by taking inspiration from local cultural artifacts / objects based on local needs, business opportunities, and available materials and tools through observation or literature studies	2.7 Planning an entrepreneurial craft by taking inspiration from local cultural artifacts / objects based on local needs, business opportunities, and available materials and tools through observation or literature studies
1.8 Analyzing craft production systems (workforce, engineering and materials) based on local carrying capacity with the inspiration of local artifacts / culture and available materials from the surrounding area through observation or literature	2.8 Making handicrafts with inspiration from local artifacts / cultural objects based on the needs and availability of materials and tools, as well as the carrying capacity of the local area
1.9 Explaining how to calculate the production cost of craft works inspired by local cultural artifact/object by learning from the experience of successful entrepreneur in the local area	2.9 Calculating the production cost of craft works inspired by local cultural artifact/object according to plan
1.10 Explaining the plans and strategies for marketing craft works inspired by local cultural artifact/object through observation or literature study	2.10 Marketing craft works inspired by local cultural artifact/object based on market analysis (types and forms of market)
1.11 Analyzing the process result evaluation (advantages and disadvantages) of craft works inspired by local cultural artifact/object for the next business development	2.11 Evaluating the process results of craft works inspired by local cultural artifact/object for the next business development
1.12 Explaining the stages in planning to set up business of 2-dimensional craft work from waste materials in relation to living environment issues based on need, business opportunity, and available materials and equipments in the local area through observation or literature study	2.12 Designing a plan to set up business of 2-dimensional craft work from waste materials in relation to living environment issues based on need, business opportunity, and available materials and equipments in the local area through observation or literature study

1.13 Analyzing the production system (workforce, materials, techniques) of craft made from sheet-shaped waste materials based on local resources availability and carrying capacity through observation or literature study	2.13 Producing craft works (mechanical, manual, single production or mass reproduction) from sheet-shaped waste materials based on need, business opportunity, available materials and equipments, and carrying capacity in the local area
1.14 Explaining the meaning, types, and how to calculate the break-even point (BEP) of a craft work from sheet/slab-shaped waste materials by learning from successful experienced entrepreneurs	2.14 Calculating the BEP of a craft work from sheet-shaped waste materials according to plan previously made
1.15 Analyzing the promotional strategies (selection of media, communication strategies, and payment model) for a craft work from sheet/slab-shaped waste materials according to the carrying capacity in the local area	2.15 Applying the promotional strategies (selection of media, communication strategies, and payment model) for a craft work from sheet/slab-shaped waste materials according to the carrying capacity in the local area
1.16 Analyzing the marketing report (outgoing items and remaining exhibition items) of craft works from sheet-shaped waste materials according to the carrying capacity in the local area	2.16 Making activity report on marketing business of craft works from sheet-shaped waste materials according to the carrying capacity in the local area
1.17 Explaining the stages in planning to set up business of 3-dimensional craft work from waste materials in relation to living environment issues based on need, business opportunity, and available materials and equipments in the local area through observation or literature study	2.17 Designing a plan to set up business of 3-dimensional craft work from waste materials in relation to living environment issues based on need, business opportunity, and available materials and equipments in the local area through observation or literature study
1.18 Analyzing the production system (workforce, materials, techniques) of craft made from 3-dimensional-shaped waste materials based on local resources availability and carrying capacity through observation or literature study	2.18 Producing craft works (mechanical, manual, single production or mass reproduction) from 3-dimensional-shaped waste materials based on need, business opportunity, available materials and equipments, and carrying capacity in the local area
1.19 Explaining the meaning, types, and how to calculate the break-even point of a craft work from 3-dimensional-shaped waste materials by learning from successful experienced entrepreneurs	2.19 Calculating the break-even point of a craft work from 3-dimensional-shaped waste materials according to plan previously made

1.20 Explaining the marketing report (outgoing items and remaining exhibition items) of craft works from 3-dimensional-shaped waste materials that is applied in the local area	2.20 Applying the promotional strategies (selection of media, communication strategies, and payment model) for a craft work from 3-dimensional-shaped waste materials that is applied in the local area
1.21 Analyzing the marketing report (outgoing items and remaining exhibition items) of craft works from 3-dimensional-shaped waste materials for business development evaluation	2.21 Making activity report on marketing business of craft works from 3-dimensional-shaped waste materials according to the carrying capacity in the local area to diagnose problems as part of craft product development efforts

ENGINEERING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying the characteristics of entrepreneurship through observation or literature study	2.1 Determining the characteristics of entrepreneurs that lead to the success or failure of an entrepreneur
1.2 Explaining entrepreneurship in the field of logistics transportation and technology products that are used through observation or literature study	2.2 Designing entrepreneurship in the field of transportation and logistics based on observations or literature studies that are in accordance with the needs of the community in the local area
1.3 Analyzing the mechanism of transportation and logistics systems through observation and / or literature study	2.3 Making the design of transportation and storage of goods in transportation and logistics entrepreneurial activities
1.4 Explaining how to calculate operating costs by studying entrepreneurial experience through observation or literature	2.4 Calculating the operating costs of a simple entrepreneurship in the field of transportation and logistics

1.5 Identify the marketing of entrepreneurial products in transportation and logistics	2.5 Designing the marketing of entrepreneurial products in transportation and logistics
1.6 Identifying the advantages and disadvantages of the design of entrepreneurial activities in the field of transportation and logistics	2.6 Evaluating the advantages and disadvantages of entrepreneurial activities in the field of transportation and logistics
1.7 Explaining the types and entrepreneurship planning in the field of graphics through observation and / or literature study	2.7 Designing graphic business entrepreneurial activities according to community needs in the local area
1.8 Explaining the stages of making graphic technology products according to the needs of the community through observation and / or literature study	2.8 Designing the manufacturing flow of graphic technology products that are in accordance with the community needs
1.9 Explaining how to calculate the production costs of a graphic technology product through observation and / or literature study	2.9 Calculating the production costs of a graphic technology product
1.10 Explaining the marketing methods of graphic technology products	2.10 Designing the marketing method for graphic technology product
1.11 Understanding the method of evaluating entrepreneurial activity plans in the field of graphics	2.11 Evaluating entrepreneurial activity plans in the field of graphics
1.12 Explaining the systems of traditional food management techniques and technology products using a technical system through observation or literature study	2.12 Planning an entrepreneurial processing of traditional food ingredients from vegetable and animal foods based on the results of observations or literature
1.13 Identifying traditional food processing equipment using a technical system through observation or literature	2.13 Designing traditional food processing equipments using a technical system
1.14 Explaining the method of calculating the cost of making traditional food processing equipments using a technical system	2.14 Calculating the production cost of traditional food processing equipments using a technical system
1.15 Explaining the definition, and a variety of promotional strategies of traditional food processing equipments using a technical system	2.15 Practicing suitable promotional strategy for traditional food processing equipments using a technical system
1.16 Analyzing the production activities of traditional food processing equipments using a technical system	2.16 Making a business evaluation report on the production of traditional food processing equipments using a technical system
1.17 Explaining about energy conversion and types of business in the field of energy conservation	2.17 Planning a product of energy conversion business along with the process of production

1.18 Analyzing the production system of energy conversion product and the process of production	2.18 Making a product of energy conversion business along with the process of production
1.19 Understanding how to calculate the production cost of energy conversion business product and the process of production based on observation and or literature study	2.19 Calculating the production cost of energy conversion business product and the process of production
1.20 Identifying several promotional strategies for the product of energy conversion business and the process of production	2.20 Practicing various promotional strategies for the product of energy conversion business and the process of production
1.21 Analyzing business activities of energy conversion sector and the process of production	2.21 Making activity evaluation report of energy conversion business and the process of production to find out business problems and business development problems

CULTIVATION

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying the definition, forms, and characteristics of entrepreneurship and the success and failure factors of a cultivation business through observation or literature study	2.1 Determining the characteristics of entrepreneurs based on the success and failure of a food crop business through observation or literature study
1.2 Explaining the steps for planning a food crop cultivation business based on need, business opportunity, and availability of materials and equipments in the local area through observation or literature study	2.2 Planning a food crop cultivation business based on observation or literature study results in accordance with the availability of materials and equipments and community needs in the local area
1.3 Explaining the process of food crop production based on the availability of local resources and carrying capacity through observation or literature study	2.3 Making food crop products based on need, the availability of local resources and carrying capacity

1.4 Explaining how to calculate the production cost of food crop cultivation in the local area	2.4 Calculating the production cost of food crop cultivation in the local area
1.5 Explaining the steps of marketing food crop cultivation products directly	2.5 Marketing the food crop cultivation products
1.6 Planning an evaluation of the results of food crop cultivation	2.6 Evaluating the results of food crop cultivation business activities to determine business problems and for business development
1.7 Explaining the steps for planning an ornamental plant cultivation business based on need, business opportunity, and availability of materials and equipments in the local area through observation or literature study	2.7 Planning an ornamental plant cultivation business based on available materials in the local area
1.8 Explaining the definition, forms, and characteristics of entrepreneurship and the success and failure factors of an ornamental plant cultivation business through observation or literature study	2.8 Producing ornamental plants based on local need, available materials and equipments, and carrying capacity
1.9 Explaining the steps to plan ornamental plant cultivation business by learning from the experience of successful local entrepreneurs	2.9 Calculating the production cost of an ornamental plant cultivation product according to plan
1.10 Explaining the suitable marketing steps for local ornamental plant cultivation product	2.10 Marketing the product of ornamental plant cultivation
1.11 Planning an evaluation of the results of ornamental plant cultivation business	2.11 Evaluating the results of ornamental plant cultivation business activities directly
1.12 Explaining the steps for planning consumption fish hatchery cultivation business based on need, business opportunity, and availability of materials and equipments in the local area through observation or literature study	2.12 Planning a consumption fish hatchery cultivation business based on observation or literature study results in accordance with the availability of materials and equipments and community needs in the local area
1.13 Explaining the activity flow of consumption fish hatchery cultivation based on available resources and carrying capacity in the local area through observation or literature study	2.13 Practicing consumption fish hatchery cultivation based on need, available materials and equipments, and carrying capacity in the local area
1.14 Explaining how to calculate the break-even point (BEP) of a consumption fish hatchery cultivation by learning from successful experienced entrepreneurs	2.14 Calculating the BEP of a consumption fish hatchery cultivation according to plan previously made
1.15 Explaining the definition of and determining the promotional strategies for local consumption fish hatchery cultivation	2.15 Applying suitable promotional strategies for local consumption fish hatchery products

1.16 Explaining the functions, benefits, and stages of making activity reports on local consumption fish hatchery cultivation for business development evaluation	2.16 Making activity reports on local consumption fish hatchery cultivation for business problem identification and business development
1.17 Identifying local ornamental fish hatchery cultivation business based on need, business opportunity, available materials and equipments, and bookkeeping administration through observation or literature study	2.17 Planning local ornamental fish hatchery cultivation business based on the results of observations or literature studies on the community needs, availability of materials and tools, bookkeeping administration, and marketing strategies in the local area
1.18 Explaining the steps of local ornamental fish hatchery cultivation based on available local resources and carrying capacity through observation or literature study	2.18 Applying the steps of ornamental fish hatchery cultivation based on local need, available materials and equipments and carrying capacity
1.19 Explaining how to calculate the break-even point (BEP) of an ornamental fish hatchery cultivation by learning from successful experienced entrepreneurs	2.19 Calculating the BEP of an ornamental fish hatchery cultivation according to plan previously made
1.20 Identifying various promotional strategies for ornamental fish hatchery cultivation that are applied in the local area	2.20 Applying various promotional strategies for ornamental fish hatchery cultivation in different communities
1.21 Explaining the functions and stages of preparing activity reports on ornamental fish hatchery cultivation for business development evaluation	2.21 Making activity reports on ornamental fish hatchery cultivation in order to identify business problem identification and business development

PROCESSING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level V (equivalent to Grade X to XI)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Identifying the definition, form and characteristics of entrepreneurship and the success and failure factors in a food processing business through observation or literature study	2.1 Determining the characteristics of entrepreneurs based on the success and failure of food processing businesses in the local area based on the results of observations or literature

1.2 Explaining the steps to plan a processing business of preserved plant-based foodstuff based on need, business opportunity, and available materials and equipments in the local area through observation or literature study	2.2 Planning a processing business of preserved plant-based foodstuff based on observation or literature study results on the availability of materials and equipments and the needs of the local community
1.3 Explaining the process of processing preserved plant-based foodstuff based on available local resources and carrying capacity through observation or literature study	2.3 Producing preserved plant-based foodstuff based on need, availability of materials and equipments and the carrying capacity in the local area
1.4 Identifying how to calculate the production cost of processing a preserved plant-based foodstuff in the local area	2.4 Calculating the production cost of processing a preserved plant-based foodstuff according to plan
1.5 Explaining the steps to market preserved plant-based foodstuff products in the local area	2.5 Marketing preserved plant-based foodstuff products
1.6 Planning to evaluate the result of preserved plant-based foodstuff processing business for the business development	2.6 Evaluating the result of preserved plant-based foodstuff processing business to identify potential problems and for business development
1.7 Explaining the steps to plan preserved animal-based foodstuff processing business based on need, business opportunity, and available materials and equipments in the local area	2.7 Planning the processing business of preserved animal-based foodstuff in the local area
1.8 Explaining the definition, forms, and characteristics of entrepreneurship and the success and failure factors of a preserved animal-based foodstuff processing business based on the available local resources and carrying capacity through observation or literature study	2.8 Producing preserved animal-based foodstuff processing products based on need, availability of materials and equipments, and carrying capacity in the local area
1.9 Explaining the steps to plan a processing business of preserved animal-based foodstuff by learning from the experience of successful local entrepreneurs	2.9 Calculating the production cost of preserved animal-based foodstuff processing products according to plan
1.10 Explaining suitable marketing steps to for the processing product of preserved animal-based foodstuff in the local area	2.10 Marketing the processing product of preserved animal-based foodstuff
1.6 Planning to evaluate the result of preserved meat food processing business for business development	2.6 Evaluating the result of preserved meat food processing business to identify potential problems and for business development
1.12 Explaining the stages in planning traditional food processing of plant-based and animal-based foodstuff product entrepreneurship based on needs, business opportunities, materials and tools in the local area, and marketing through observation or literature study	2.12 Planning traditional food processing business of plant-based and animal-based foodstuff product entrepreneurship based on observation or literature study on availability of materials and equipments and the local community needs

1.13 Explaining the activity flow of traditional food processing business of plant-based and animal-based foodstuff product based on available resources and carrying capacity in the local area through observation or literature study	2.13 Practicing traditional food processing business of plant-based and animal-based foodstuff product based on need, available materials and equipments, and carrying capacity in the local area
1.14 Understanding how to calculate break-even point (BEP) of traditional food processing business of plant-based and animal-based foodstuff product by learning from the experience of successful local entrepreneurs	2.14 Calculating BEP of traditional food processing business of plant-based and animal-based foodstuff product according to plan
1.15 Explaining the definition and determining the promotional strategies for traditional food processing business of plant-based and animal-based foodstuff product in the local area	2.15 Applying suitable marketing strategies for traditional food processing business of plant-based and animal-based foodstuff product
1.16 Explaining the functions, benefits, and the stages of making activity reports of traditional food processing business of plant- and animal-based foodstuff for business development evaluation	2.16 Making activity reports of traditional food processing business of plant-based and animal-based foodstuff for problems identification and business development
1.17 Identifying through observation or literature study the traditional food processing business of plant-based and animal-based foodstuff based on needs, business opportunity, available materials and equipments, and also bookkeeping administration of the local area	2.17 Planning traditional food processing business of plant-based and animal-based foodstuff observation or literature study in accordance with the local needs, business opportunity, available materials and equipments, bookkeeping administration, and also the marketing strategy
1.18 Explaining the steps of international food processing of plant-based and animal-based foodstuff based on the availability of local resources and carrying capacity through observation or literature study	2.18 Making international food processing products of plant-based and animal-based foodstuff according to the production stage based on need, availability of materials and equipments, and carrying capacity of the local area
1.19 Understanding how to calculate the break-even point (BEP) of international food processing of plant-based and animal-based foodstuff by learning from the experience of successful local entrepreneurs	2.19 Practicing to calculate the BEP of international food processing of plant-based and animal-based foodstuff according to plan
1.20 Identifying assorted applicable promotional strategies for international food processing of plant-based and animal-based foodstuff in the local area	2.20 Practicing various promotional strategies for international food processing of plant-based and animal-based foodstuff in different communities
1.21 Explaining the functions and stages of making activity reports on the processing business of international food of plant-based and animal-based foodstuff for business development evaluation	2.21 Making activity reports on the processing business of international food of plant-based and animal-based foodstuff for business problem identification and business development

Level VI (equivalent to Grade XII)

HANDICRAFT

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the stages of planning handicraft business from flat-shaped waste materials based on the needs, business opportunities, available materials and equipments in the local area through observation or literature study	2.1 Planning handicraft entrepreneurship in accordance with the needs of the local market based on observation or literature study on the availability of materials and equipments, bookkeeping administration, and marketing in the local area
1.2 Explaining the stages of handicraft production according to the needs of the local market based on the availability of local resources and carrying capacity through observation or literature study	2.2 Producing handicraft products according to the needs of the local market based on the availability of local resources and carrying capacity
1.3 Explaining the definition, types and how to calculate break-even point (BEP) of handicraft product production by learning from the local experienced entrepreneurs	2.3 Calculating the BEP of handicraft products according to plan
1.4 Explaining the definition, types, and benefits of promotional media for handicraft products	2.4 Practicing to make suitable promotional media for handicraft products as sales attraction strategies
1.5 Identifying the definition, advantages and disadvantages, and consignment procedures of a craft work tailored to the local market needs for business development evaluation	2.5 Marketing handicraft products tailored to the local market needs by way of consignment sales for business development
1.6 Explaining the stages in planning handicraft entrepreneurship based on observation or literature study on the global market needs, available business opportunities, materials and equipments, bookkeeping administration, and marketing	2.6 Planning handicraft entrepreneurship based on observation or literature study on the global market needs, available business opportunities, materials and equipments, bookkeeping administration, and marketing

1.7 Explaining the method and stages of handicraft production that meets the global market needs based on observation or literature study on the global market needs, available resources and carrying capacity of the local area	2.7 Producing handicraft products that meet the global market needs according to the stages of production based on available resources and carrying capacity of the local area
1.8 Explaining the definition, types, and method of calculating the selling price of handicraft products that meets the global market needs through observation, marketing practice, and or literature study	2.8 Evaluating the results of calculating the selling price of handicraft products that meets the global market needs by referring to the planning through observation, marketing practice, and or literature study
1.9 Identifying the types of promotional media suitable for handicraft products that meets the foreign and local market needs through observation, marketing practice, and or literature study	2.9 Making suitable promotional media for handicraft products that meets the foreign and local market needs based on observation, marketing practice, and or literature study
1.10 Understanding the marketing of handicraft products that meets the foreign and local market needs by consignment sale based on marketing experience, observation, and literature study	2.10 Marketing handicraft products that meets the foreign and local market needs based on marketing experience, observation, and literature study by consignment sale for business development

ENGINEERING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the meaning of profession, professionalism and their relationship with entrepreneurship	2.1 Planning service entrepreneurship based on observations and / or literature studies
1.2 Explaining the mechanism of service entrepreneurship based on observations and / or literature studies	2.2 Practicing service entrepreneurship in accordance with the needs of the surrounding community
1.3 Identifying the advantages and disadvantages of entrepreneurship mechanism in the service sector	2.3 Evaluating the activities of service entrepreneurship

1.4 Identifying the promotional strategies of service entrepreneurship	2.4 Creating suitable promotional media for service entrepreneurship
1.5 Explaining the definition, advantages and disadvantages, and the consignment procedures of service entrepreneurship	2.5 Analyzing the advantages and disadvantages of consignment system in service entrepreneurship
1.6 Explaining the meaning of applied technology, applied technology product and type of business in the field of applied technology	2.6 Planning an applied technology product business based on the results of observations or literature studies
1.7 Analyzing entrepreneurial mechanisms of applied technology products through observation or literature	2.7 Making applied technology products according to the stages of production based on the availability of local resources and carrying capacity
1.8 Identifying the advantages and disadvantages of entrepreneurial activity mechanism in the field of technology	2.8 Evaluating entrepreneurial activities in the field of applied technology
1.9 Explaining the use of promotional media for applied technology products through observation or literature	2.9 Making creative and marketable promotional media for applied technology products
1.10 Understanding sales by consignment as business development of applied technology products	2.10 Marketing applied technology products by way of consignment sales for business development

1.2 Explaining the stages in planning laying poultry farming business based on the availability of local resources and the carrying capacity of the local area through observation or literature study	2.2 Practicing laying poultry farming based on needs, and the availability of raw materials and tools, as well as carrying capacity owned by the local area
1.3 Evaluating laying poultry business activities	2.3 Planning laying poultry farming as business development learning
1.4 Explaining the definition, types and benefits of the suitable promotional for laying poultry farming	2.4 Making suitable promotional media for laying poultry farming as a sales attraction
1.5 Explaining the definition, advantages and disadvantages of consignment / cooperation in laying poultry farming business as business development	2.5 Marketing laying poultry farming for business development
1.6 Explaining the stages in planning broiler poultry farming business based on needs, business opportunities, materials and tools in the local area, bookkeeping administration, and marketing through observation or literature study	2.6 Planning broiler poultry farming business based on the results of observations or literature studies on the availability of materials and tools, bookkeeping administration, and marketing in the local area
1.7 Explaining the stages of broiler poultry farming business based on the availability of local resources and carrying capacity through observation or literature	2.7 Practicing broiler poultry farming according to the stages of production based on the availability of local resources and carrying capacity
1.8 Evaluating broiler poultry farming activities	2.8 Planning broiler poultry farming as a business development learning
1.9 Identifying the use of promotional media for broiler poultry farming through observation or literature	2.9 Practicing the making of promotional media that is suitable for broiler poultry farming as sales attraction strategies
1.10 Understanding sales by consignment as broiler poultry farming business development	2.10 Marketing broiler poultry farming by consignment for business development

CULTIVATION

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the stages in planning laying poultry farming based on need, business opportunities, materials and tools in the local area, and marketing through observation or literature study	2.1 Planning laying poultry farming based on observation or literature study about the availability of materials and tools, bookkeeping administration, and marketing in local area



PROCESSING

Contextualization of Core Competencies and Basic Competencies for the dimensions of knowledge and skills at **Level VI (equivalent to Grade XII)** is formulated in the following table.

CONTEXTUALIZATION OF CORE AND BASIC COMPETENCIES CURRICULUM IN EQUIVALENCY EDUCATION	
KNOWLEDGE	SKILLS
1. Understanding, implementing, analyzing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight to humanity, nationality, state, and civilization related to the causes of phenomena and events and applying procedural knowledge to specific field of study according to their talents and interests to solve problems	2. Processing, reasoning, and presenting in the concrete and abstract contexts related to the development of what has been learned in the educational unit independently, effective and creative actions, and the ability to use methods according to scientific rules
1.1 Explaining the stages in planning a processing business of local specialty food modified from plant and animal based foodstuff based on needs, business opportunities, as well as local available materials and tools	2.1 Making plan for processing business of local specialty food modified from plant and animal based foodstuff on based on observation and literature study results on needs, business opportunities, as well as local available materials and tools
1.2 Explaining the production process of processing local specialty food modified from plant and animal based foodstuff based on local available resources and carrying capacity	2.2 Making the processing business of local specialty food modified from plant and animal based foodstuff based on local available resources and carrying capacity
1.3 Understanding how to calculate the break-even point (BEP) for the processing business of local specialty food modified from plant and animal based foodstuff by learning from the experience of a successful local entrepreneur	2.3 Evaluating the result of BEP calculation for the processing business of local specialty food modified from plant and animal based foodstuff by referring to the experience of a successful local entrepreneur
1.4 Explaining the definition, types and benefits of suitable promotional media for the processing business of local specialty food modified from plant and animal based foodstuff	2.4 Making suitable promotional media for the processing business of local specialty food modified from plant and animal based foodstuff as a sales attraction strategy
1.5 Explaining the definition, advantages and disadvantages, consignment/cooperation method of processing local specialty food modified from plant and animal based foodstuff for business development	2.5 Marketing local specialty food modified from plant and animal based foodstuff by means of consignment for business development

1.6 Explaining the stages in planning functional food processing business based on local needs, business opportunity, as well as available materials and tools	2.6 Making a planning for functional food processing business based on observation and literature study results on the local availability of materials and tools
1.7 Explaining the method and process of processing functional food based on the availability of local resources and carrying capacity through observation or literature study	2.7 Making functional food processing product in accordance with the production process based on the availability of local resource and support
1.8 Explaining the definition, type and how to calculate the selling price of functional food processing products through observation or literature study	2.8 Evaluating the calculation result of selling price of functional food processing product by referring to the planning
1.9 Identifying through observation or literature study the use of suitable media for promoting functional food processing product	2.9 Making suitable, creative, and marketable promotional media for functional food processing product
1.10 Understanding sales by consignment / making functional food processing cooperation as business development	2.10 Marketing functional food processing products by consignment for business development



