

Curriculum Differentiation Based Instruction for Gifted and Talented (G/T) Students (Mainstreaming Curriculum Differentiation within *Mixed Ability Classroom*)

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A. Introduction

Education is a basic element in enhancing human resources. Several attempts have been made to create high quality outcomes. For example since 2007, Indonesian government has implemented current curriculum called *Kurikulum Tindak Satuan Pendidikan* (KTSP/School-Based Curriculum) which is replaced previous curriculum called *Kurikulum Berbasis Kompetensi* (KBK/ Competence-Based Curriculum) and Indonesian Curriculum 1997.

Different from KBK and curriculum 1997 that organized by central government, KTSP is oriented to decentralize the whole process and procedure of teaching and learning in the schools. This change aims to cover the diversity of school and student's needs in each region. This is because the people who really know the student's needs are the educators in the school; therefore, the curriculum should be developed and established by them.

However, so far the instructional process which based on the KTSP was designed only for the average students with an average academic ability. It can be seen from the instructional design made my teacher in schools. Their instructional design is made for the whole students without pay special attention to the students who have high ability in learning or the students who have low learning abilities. Meanwhile, a class is not only comprised of students with average ability but also students who are categorized as underachievers or as possessing above an average ability. Those who are underachievers need specific remedial education to provide them more time to complete learning materials. Those who have above-average ability need adequate educational programs to encourage optimal development. As a result, low average students are often left behind and above average students are bored, as they must adapt to the education level of average students.

Actually, in general, that Indonesian government has paid attention to the students diversity since 1974;, however the government does not provide specific curriculum and particular educational system for them. It can be seen from the data

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