

# MODULE OF CURRICULUM DEVELOPMENT



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## Preface

Modul entitled "Curriculum Development" is a module in the area of education. In this module, you will be described about (1) concept of curriculum, (2) Foundation of curriculum development (3) curriculum development in Indonesia (4) Component and Organization of Curriculum (5) Curriculum Development Process.

This module is expected to equip students in learning and understanding of the development of curriculum. In addition, students are also expected to master theories related to curriculum.

Hopefully this module can help students in learning curriculum development.

Metro, 2020

Aria Speti Anggaira



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# UNIT 1

## CONCEPT OF CURRICULUM

### a. Learning objectives

After studying unit 1, students are expected to be able to:

1. Understand curriculum concepts
2. Understand curriculum function

### b. Material

The term "Curriculum" has various interpretations formulated by experts in the field of curriculum development from the past to the present. These interpretations vary from one to another, according to the core weight point and the views of the expert concerned. The term curriculum comes from the Latin word "Curriculae", which means the distance that a learner must travel. At that time, the definition of curriculum was the period of education that must be taken by students who aim to obtain a diploma.

By taking a curriculum, students can obtain a diploma. In this case, the diploma is essentially a proof, that the student has taken the curriculum in the form of a lesson plan, just as a runner has traveled a distance from one place to another and finally reached the finish. In other words, a curriculum is considered a very important bridge to reach the end point of a journey and is characterized by the acquisition of a certain diploma (Hamalik, 2007:16).



There are curriculum experts such as Robertson (1971) and Shaw (1977) who state that "The curriculum contains the purpose, purpose of content, processes, resources, and means of exclusion for all planned learning experiences for learners both inside and outside the school and the community through classroom teaching and related programs." This understanding is to make it easier to distinguish it from "The syllabus as a statement about the plan for each part of the curriculum excludes the evaluation element of the curriculum itself (Tarigam, 1984:5). In Indonesia, the term curriculum (curriculum) bol leh is said to have only become popular since the 1950s, which was popularized by those who obtained an education in the United States. Now the term has been known to people outside of education. Previously, what was commonly used was that "lesson plans" essentially the same meaning as lesson plans (Nasution, 2006:2). Some other interpretations are put forward as follows.

Curriculum as a learning plan. The curriculum is an educational program provided to teach students. With this program, the students carry out various learning activities, so that there are changes and developments in student behavior, in accordance with educational and learning objectives. In other words, the school provides an environment for students that provides learning opportunities. That is why, a curriculum must be structured in such a way that the goal can be achieved. The curriculum is not limited

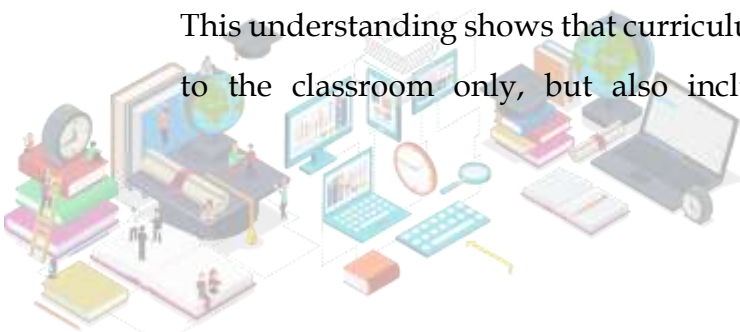


to a number of subjects, but rather includes everything that can affect student development, such as: school buildings, lesson tools, equipment, libraries, drawings, school grounds, and others; which in turn provides for the possibility of learning effectively. All opportunities and activities that will and need to be carried out by students are planned in a curriculum.

The curriculum contains content and subject matter. Curriculum is a number of subjects that must be taken and studied by students to acquire a certain amount of knowledge. the subject matter is seen as the experience of parents or clever people of the past, which has been systematically and logically compiled. The subject fills in the subject matter presented to the student, thus obtaining a certain amount of knowledge that is useful to him.

Curriculum as a learning experience. Other curriculum formulations/notions that are somewhat different from previous notions emphasize that the curriculum is a series of learning experiences. One of the proponents of this experience Romie(1945), stated as follows:"Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not, (Hamalik, 2007: 18)

This understanding shows that curriculum activities are not limited to the classroom only, but also include activities outside the

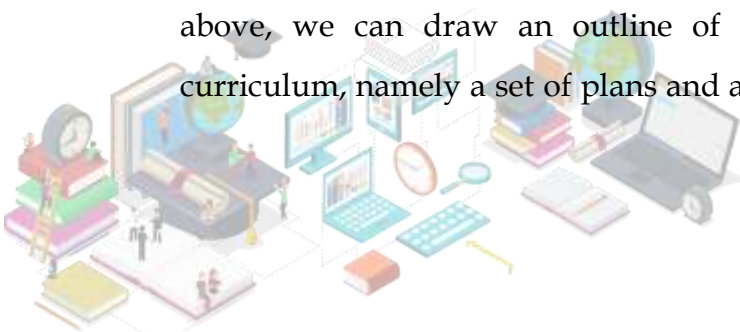




classroom. There is no unequivocal separation between intra and extra curriculum. All activities that provide a learning/educational experience for students are essentially curriculum.

The curriculum is also a set of plans and arrangements regarding the content and materials of lessons as well as the means used as guidelines for the implementation of learning activities to achieve certain educational goals. (Law No.20 TH. 2003 on the National Education System). The higher education curriculum is a set of plans and arrangements regarding the content and materials of studies and lessons as well as the way of delivery and assessment which are used as guidelines for the implementation of teaching and learning activities in universities. (Article 1 Point 6 of the Ministry of National Education No.232 / U / 2000 concerning Guidelines for The Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes).

In addition, when viewed in the learning process, the curriculum is a series of teaching subjects and learning experiences that have certain objectives, which are taught in a certain way and then evaluated. (National Standardization Agency SIN 19-7057-2004 on Hyperkes and Occupational Safety Training Curriculum for Corporate Doctors). From the various definitions of curriculum above, we can draw an outline of the understanding of the curriculum, namely a set of plans and arrangements regarding the



objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

## **Curriculum Functions**

Alexander Inglis, in his book *Principle of Secondary Education* said that the curriculum has several functions, namely: a. Adjustment Function (The Adjustive Of Adaptive Funktion) Individuals live in an environment. Each individual must be able to adjust to his environment as a whole. Because the environment itself is always changing and dynamic, each individual must also have the ability to adjust dynamically as well. Behind that, the environment must also be adapted to individual conditions. This is where the function of the curriculum as education lies, so that individuals are well-adjusted.

b. The Integrating Function (The Integrating Funktion) The curriculum serves to educate integrated individuals. Therefore the individual himself is part of society, then the integrated person will contribute to the formation or integration of society.

c. The Differentiating Funktion Function The curriculum needs to provide services to the differences between everyone in the community. Basically, differentiation will encourage people to

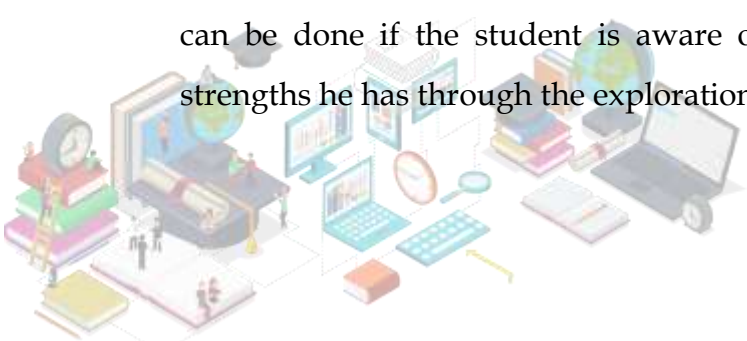


think critically and creatively, so it will encourage social upheaval in society. However, the existence of differentiation does not mean ignoring social solidarity and integration, because differentiation can also avoid social stagnation.

d. The preparatory function (The Propaedeutic Function) The curriculum serves to prepare students to be able to continue their further studies for a further range of continuation for example continuing studies to a higher school or preparing to study in one aspect considering that the school is unlikely to provide students with everything they need or anything that attracts their attention.

e. The Selective Function The difference (Differentiating) and the selection (Selective) are two things that are very related. Recognition of differences means providing an opportunity for a person to choose what he wants and interests him. Both things are needs for humans who adhere to a democratic system. To develop these various abilities, the curriculum needs to be broadly compiled and flexible.

f. Diagnosis Function (The Diagnostic Function) One aspect of service is to help and direct students to be able to understand and accept themselves, so that they can develop all their potential. This can be done if the student is aware of all the weaknesses and strengths he has through the exploration process. Furthermore, the



students themselves correct these weaknesses and develop their own existing strengths. This function is a diagnostic function of the curriculum and will guide students to be able to develop optimally (Hamalik, 2008).

The curriculum functions from all aspects from the human being as an individual who adapts to the environment to how the individual can understand his own weaknesses and strengths. In addition, the function of the curriculum can be seen from the side of curriculum developers (teachers), the curriculum has the following functions (Arifin, 2014): 1) Preventive function, which is to prevent mistakes of curriculum developers, especially in doing things that are not in accordance with the curriculum plan. 2) Corrective function, which is to correct and correct mistakes made by curriculum developers in implementing the curriculum. 3) Constructive function, which is to provide a clear direction for curriculum implementers and developers to build a better curriculum in the future.

While Hilda Taba in (Arifin, 2014) stated that there are three functions of the curriculum, namely: 1) As a transmission, namely passing on cultural values, 2) As a transformation, namely making changes or social reconstruction, 3) As an individual development. The function of the curriculum has an important role in learning. Teachers as educators design learning using the curriculum as a reference in achieving learning objectives. For students, the



curriculum determines the competencies that must be possessed according to the objectives of national education. In addition to learning for the state the curriculum serves as a distinguishing feature of education from other countries. As well as showing the quality of human resources in Indonesia.

### **C. Enrichment**

To better understand the nature of the curriculum, do the questions below:

1. Briefly explain the meaning of the curriculum?
2. Identify the foundation of the curriculum you understand!
3. Identify the function of the curriculum you understand!
4. Make a mind map of the identification results at no. 2 and no. 3!
5. Explain the importance of curriculum in learning in elementary schools!



## UNIT 2

### FOUNDATIONS OF CURRICULUM DEVELOPMENT

#### a. Learning Objectives

After studying unit 1, students are expected to be able to:  
Understand the foundation of curriculum development.

#### b. Materials

The curriculum is at the core of the field of education and has an influence on all educational activities. Given the importance of the curriculum in education and human life, the preparation of the curriculum cannot be done carelessly. The preparation of the curriculum requires a strong foundation, which is based on the results of in-depth thinking and research. The preparation of a curriculum that is not based on a solid foundation can be fatal to the failure of education itself. By itself, it will also result in the failure of the human development process

The curriculum is prepared to realize the objectives of national education by paying attention to the stage of development of students and their suitability to the environment, the needs of national development, the development of science and technology and the arts, according to the type and level of each educational unit. Curriculum development is based on the following factors:



1. The objectives of philosophy and national education are used as the basis for formulating institutional goals which in turn become the basis for formulating the curriculum goals of an educational unit.
2. Socio-cultural and religious prevailing in our society.
3. Learner development, which points to the characteristics of learner development.
4. Environmental conditions, which in a broad sense include the humane environment (interpersonal), the cultural environment including science and technology (cultural), and the environment (bioecology), as well as the natural environment (geocological)
5. Development needs, which include development needs in the economic sphere, people's welfare, law, hankam, and so on.
6. The development of science and technology in accordance with the value system and humanity and culture of the nation.

The quality of education can be measured from the curriculum guidelines that are implemented in educational activities. The curriculum is the core of the field of education, in essence curriculum development is an effort to find how to plan and regulate the objectives, content, and learning materials as well as



the methods used as guidelines for the implementation of learning activities that are in accordance with the development and needs to achieve certain goals in an institution. Curriculum development is directed at the achievement of general values, concepts, problems and skills of influence on the entire educational activity. Given the importance of the curriculum in education and human life, the preparation of the curriculum cannot be done carelessly. The preparation of the curriculum requires a strong foundation, which is based on the results of in-depth thinking and research. The preparation of a curriculum that is not based on a solid foundation can be fatal to the failure of education itself.

In order for the curriculum to stand tall, the curriculum developed is able to develop the potential of students, create students so that they can be in accordance with the expectations of society, can be an inspiration for renewal (innovation) in a better direction, the curriculum must be developed using a strong and appropriate foundation. The foundation of the curriculum used must be sought with strict selection. There are 4 foundations that can be used as a reference in developing the curriculum, namely: (1) philosophical; (2) psychological; (3) socio-cultural; and (4) science and technology.. For more details, below will be briefly outlined the four foundations (Nana Syaodih Sukmadinata 1997).

## **1. Philosophical Foundation**





Philosophy comes from the ancient Greek language, namely "philos" and "sophia". Philos, it means deep love, and Sophia is wisdom or wisdom. From this literal meaning, Philosophy is defined as a deep love of wisdom. Popularly philosophy is often interpreted as a view of life of a society or a founding of life for individuals. Thus it is clear that each individual or every group of people philosophically has a view of life that may differ according to the values he considers good. Philosophy played an important role in the development of the kuikulum. Just as in the Philosophy of Education, we are introduced to various philosophical schools, such as: perennialism, essensialism, existentialism, progressivism, and reconstructivism. In curriculum development, it is always based on certain philosophical schools, so that it will color the concepts and implementation of the curriculum developed. With reference to the thoughts of Ella Yulaelawati (2003), below is described about the content of each school of philosophy, its relation to curriculum development.

a. Perennialism places more emphasis on immortality, idealism, truth and beauty than on certain cultural heritage and social impacts. Knowledge is considered more important and pays less attention to daily activities. Education that adheres to this understanding emphasizes absolute truth , a universal truth that is not tied to place and time. This stream is more oriented to the past.



b. Essentialism emphasizes the importance of cultural inheritance and the provision of knowledge and skills to learners in order to become useful members of society. Mathematics, science and other subjects are considered the fundamentals of the substance of a valuable curriculum for living in society. Similar to perennialism, essentialism is also more oriented towards the past.

c. Existentialism emphasizes on the individual as a source of knowledge about life and meaning. To understand life a person must understand himself. This school questions : how do I live in the world ? What was the experience ?

d. Progressivism emphasizes the importance of serving individual, learner-centered differences, variations in learning experiences and processes. Progressivism is the foundation for the development of active learners' learning.

e. Reconstructivism is a further elaboration of the school of progressivism. On reconstructivism, the future human civilization is strongly emphasized. In addition to emphasizing about individual differences as in progressivism, reconstructivism further emphasizes problem solving, critical thinking and the like. This school will question what to think critically, solve problems, and do things for? Adherents of this school emphasize learning outcomes rather than processes.



## 2. Sociological Foundations

In the educational process, interactions between individuals occur, namely between students and educators and also between students and other people. Humans are different from other creatures such as animals, objects and plants because one of them is the psychological condition they have. Objects and plants have no psychological aspects. Meanwhile, animals do not have a higher psychological level than humans who also have reason as a differentiating point between the two.

The psychology that underlies curriculum development is (1) developmental psychology and (2) learning psychology. Developmental psychology is a science that studies the behavior of individuals with regard to their development. In developmental psychology, it is studied about the nature of development, developmental phasing, developmental aspects, individual developmental tasks, as well as other matters related to individual development, all of which can be used as material for consideration and underlying curriculum development. The psychology of learning is a science that studies the behavior of individuals in the context of learning. Learning psychology examines the nature of learning and learning theories, as well as various other aspects of



individual behavior in learning, all of which can be used as material for consideration as well as underlying curriculum development.

The implementation of education occurs interaction between individuals, namely between students and educators and also between students and other people. Humans are different from other creatures such as animals, objects and plants because one of them is the psychological condition they have. Objects and plants have no psychological aspects. Meanwhile, animals do not have a higher psychological level than humans who also have reason as a differentiating point between the two.

### **3. Psychological Foundations**

#### **a. Developmental Psychology**

Through the study of the development of students, it is hoped that education can run in accordance with the characteristics of students and their abilities, what materials or learning materials are in accordance with the age, talents and abilities of students' abilities as well as by the way they are delivered with various acceptable methods seen from the psychological side of each student.

Three theories or approaches about individual development, namely the *stage approach*, the *differential approach*, and the *ipsative approach*. According to the phasing approach, the development of the individual goes through the stages of development. Each stage

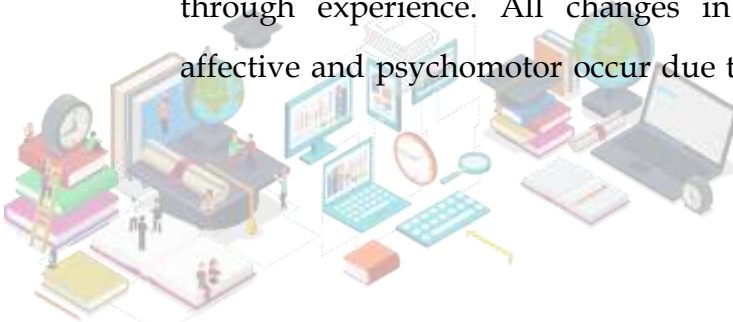


of development has certain characteristics that are different from other stages. The differential approach sees that individuals have similarities and differences. On the basis of such differences and similarities individuals are categorized in different groups. Such as grouping on the basis of gender, race, religion, socio-economic status and so on. Both approaches seek to attract or make generalizations that apply to all individuals. In reality it is often found the presence of individual traits, which are possessed only by one individual and not possessed by another. It is this approach that seeks to see the characteristics of individuals that is grouped as an inaptive approach.

In the approach to phasing are known two variations. *First*, it encompasses all aspects of development, such as physical development, and motor, social, intellectual, moral, emotional, religious, and so on. *Second*, a special approach decrypts one aspect or aspect of development only. In a comprehensive approach to the stages of development, many scientists conduct research on the stages of human development in terms of psychology.

## **b. Psychology of Learning**

The psychology of learning is the study of how individuals learn, which can simply be interpreted as a change in behavior that occurs through experience. All changes in behavior both cognitive, affective and psychomotor occur due to the process of experience



which can then be said to be learning behavior. Changes in behavior that occur due to instinct or due to maturity and the influence of things of a chemical nature do not include learning. The point is, that psychology is very helpful for teachers in designing a learning activity, especially for curriculum development.

According to P. Hunt, there are three families or families of learning theories discussed in the psychology of learning, namely the theory of mental discipline, the theory of behaviorism and the cognitive theory of Gestald Field.

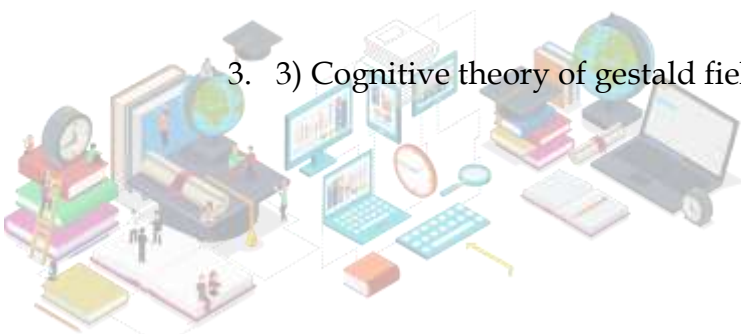
### 1. 1) Theory of mental discipline

According to this theory that from the moment of his birth or hereditarily, a child has had certain potentials. According to this theory learning is an effort to develop these potentials.

### 2. 2) Theory of behaviorism

This theory rests on an assumption that the child or individual does not have or does not carry any potential from his birth. The development of a child is determined by factors derived from the environment, such as the school environment, society, family, nature, culture, religion, and so on.

### 3. 3) Cognitive theory of gestald fields



According to this theory, learning is the process of developing new insights or understandings or changing old understandings. This understanding occurs when the individual finds new ways of using the elements present in the environment, including the structure of his own body. Gestalt Field sees that learning, is a purposeful, exploratory, imaginative, and creative act. Understanding or insight is an image of feelings about patterns or relationships.

#### **4. Sociological and Cultural Foundations**

Sociology is a science that investigates various social symptoms of relations between individuals, between groups, between social institutions or societies. In life we do not live alone, but live in a society. It is in that environment that we have a duty that must be carried out with full responsibility as a devotion to the community that has rendered its services to us.

The curriculum can be viewed as an educational design. As a design, the curriculum determines the implementation and outcomes of education. We understand that education is an effort to prepare students to enter the community. Education is not only for education, but provides knowledge, skills and values to live, work and achieve further development in society.



The sociological foundation of the curriculum are assumptions derived from sociology that are used as a starting point in curriculum development. Should the curriculum be based on sociological foundations? Children come from the community, receive education both informal, formal, and non-formal in the community environment, and are directed to be able to enter the life of society. Therefore, the life of society and culture with all its characteristics must be the foundation and starting point in carrying out education. Therefore, the purpose, content, and process of education must be adjusted to the conditions, characteristics of wealth, and development of the community

## **5. Foundation of Science and Technology**

At first, the science and technology possessed by humans were still relatively simple, but since the middle ages it has experienced rapid development. Various discoveries of new theories continue to this day and it is certain that in the future they will continue to develop.

Science is a process of thought and analysis that is rational, logical, consistent, and systematically arranged using the power of thought, which can always be critically examined and controlled by everyone who wants to know it.

Technology is the use of science to solve a problem by applying all the tools that are in accordance with cultural values and existing





value scales. Technology is the application of scientific sciences and other sciences to solve practical problems.

Here are some of the things behind the use of science and technology as a curriculum foundation:

1. Educational activities require support from the use of industrially produced tools such as television, radio, video, computers, and other equipment.
2. Education is an effort to prepare students for the future
3. Changes in society & science and technology that are increasingly rapid

The Purpose of Making Science and Technology as a Foundation for Curriculum Development

1. Making students in our country able to compete and catch up with students in developed countries without the need to lose the human and cultural values that we have.
2. Equipping and directing students at the basic education level in order to lead to a "technology-literate" society, which is characterized by being able to know, understand, choose, use, maintain, improve, assess, produce simple technology products, and care about problems related to technology.
3. Strengthening the resulting curriculum.
4. Develop and give birth to science and technology to further advance human civilization.

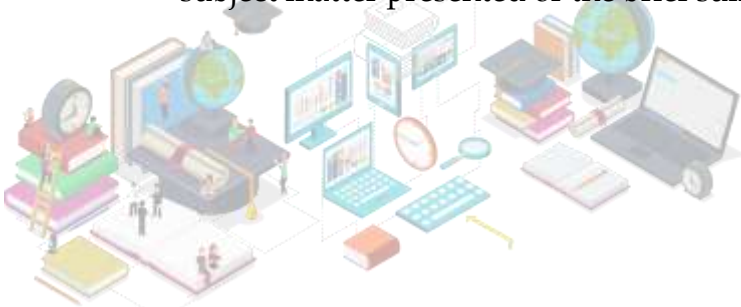


In order for the acquisition of students to be meaningful, education based on science and technology must be designed with a learning approach that prioritizes the ability to solve problems, is able to think alternatives, and is able to judge for themselves the results of their work with a four-pillar learning approach, namely *learning to know, learning to do, learning to be, and learning to live together*.

1. *learning to know*, that is, students will be able to understand and live how a knowledge can be obtained from the phenomena contained in their environment.
2. *learning to do*, which is applying an effort so that students live up to the learning process by doing something meaningful,
3. *learning to be*, which is a learning process that allows the birth of an independent educated human being.
4. *learning to live together*, that is, an approach through the application of scientific paradigms, such as the discovery approach and the probing approach will make it possible for students to find happiness in learning. Soedijarto (2000: 69).

## 6. Organizational Foundation

The Organizational Foundation is as an idea, an assumption, or principle related to the organization of the organization of the subject matter presented or the brief summary is the organizational



foundation regarding the form of presentation of the lesson material, namely the organization of the curriculum.

The organization of the curriculum is closely related to the regulation of learning materials in the curriculum, while the sources of learning materials in the curriculum are cultural, social values, aspects of students and society, as well as science and technology. There are several factors that must be considered in curriculum organization, including those related to *scope*, *sequence*, *continuity*, *balance* and *integration*.

In general, there is a curriculum whose organization is *subject-centered*, which is arranged according to fragmentary subjects and that is integrated, that is, which integrates learning materials regardless of the boundaries of the discipline.

#### **a. *Subject-centered curriculum***

This organization that specializes in a curriculum that is compiled according to fragmentary subjects has long been used in the world of education in our country, because it has characteristics that are very simple and easy to implement. The nature of this organization according to S. Nasution aims to make the younger generation know the cultural results and knowledge of mankind that have been accumulated over the centuries, so that they do not have to search and rediscover what has been obtained by previous generations.



In the learning process, the nature of this curriculum tends to be that student activity is not noticed, because the main actor is the knowledge that becomes student information that is sufficient by reading and memorizing it.

With this the student is unable to develop his potential that may be in other sciences that are more actual and not old-school. And this situation also tends to prioritize the activeness of the teacher as an informing party and students tend to be passive. But in addition, a curriculum like this also has a more point, namely that lessons are arranged systematically easy and simple, as well as passing on and preserving previous cultures and knowledge and forms of curriculum such as are easy to pattern and form can even be expanded and narrowed according to the existing time, because there are already teaching materials.

### **b. Integrated curriculum**

This curriculum tends to view that in a subject matter it must be integrated as a whole. This cohesion can be achieved through the concentration of the lesson on one particular problem with alternative solutions through the various disciplines or subjects necessary so that the boundaries between subjects can be eliminated. Organizing like this provides opportunities for students to learn in groups or individuals, further empowers the community as a learning resource, allows individual learning to be fulfilled, and



can develop students in the learning process. The learning materials in this curriculum will be functionally useful and in learning will be able to shape students' abilities in process and product. The lesson materials are always actual according to the development and needs of the community and students as a whole individual so that the learning materials studied are always in accordance with the talents, interests, and potentials of the students.

There are three forms of curriculum organizing in this integration including:

1. *Core curriculum*

This curriculum always uses materials from various subjects or disciplines to answer or solve problems faced or learned by students. This curriculum is general and applicable to all students, but its substance is problematic, personal, social, and an integrated experience.

2. *Social functions and persistent situations*

This curriculum is based on the analysis of the natural human activities of society. In social functions, various human activities that continue to develop in accordance with the era of globalization can be raised as a learning topic. As a modification of social functions are persistent situations whose curriculum studies are more in-depth and directed.



### 3. *Experience or activity curriculum*

This curriculum tends to prioritize student activities or experiences in order to form abilities that are integrated with the environment and student's potential. This curriculum is essentially students doing and carrying out activities that are vocational in nature, but do not negate the intellectual or academic aspects of students.

#### **c. Enrichment**

1. Explain the foundations of curriculum development in detail!



## UNIT 3

### CURRICULUM DEVELOPMENT IN INDONESIA

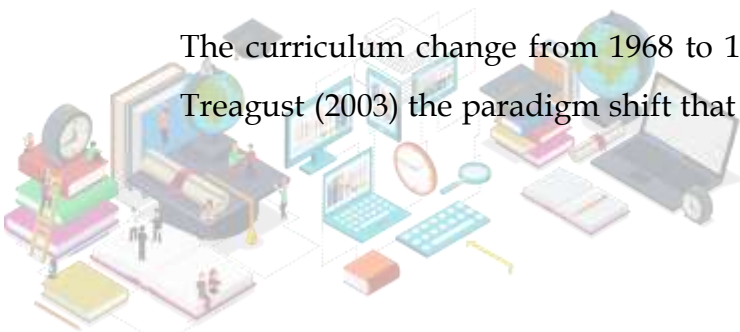
#### a. Learning objectives

At the end of this unit, the students are able to:  
Comprehend the development of Indonesian curriculum, understand the history of the development of curriculum in Indonesia.

#### b. Materials

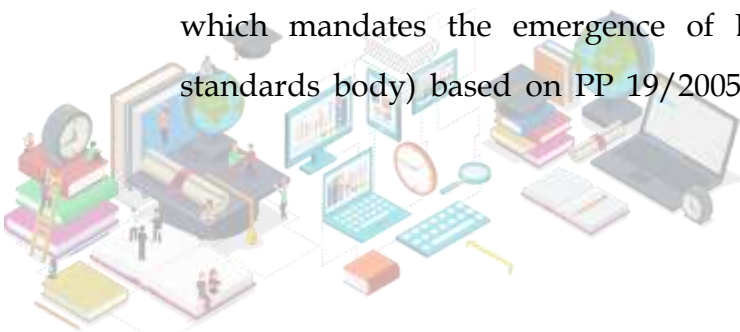
The school curriculum in Indonesia has undergone many changes, during the New Order in power there were at least four changes that occurred, namely in 1968, 1975, 1984 and 1994. Every change of curriculum is always accompanied by fundamental paradigm shift jargon. For example, the 1968 curriculum initiated by education experts who had just returned from study from the United States changed the fundamentals in the implementation of the curriculum, one of the things that stood out was that the determination of graduation by the center changed to be determined by the school on the grounds that, it was the teachers and schools that were more familiar with the abilities of the students.

The curriculum change from 1968 to 1975, according to Thir and Treagust (2003) the paradigm shift that occurred was a curriculum



that was "subject centred and teacher-centred approach" to a "student-centred approach". Meanwhile, the 1984 curriculum implements a curriculum that introduces a semester credit system, the scope and content and even a very detailed lesson method with the existence of GBPP (outlines of teaching programs). What is contained in GBPP is very complete by including, among others: curricular objectives, general instructional objectives, subjects, sub-subjects, time allocation, teaching methods, resources, evaluations and notes, all of which have been determined by the Curriculum Center of the Ministry of Education and Culture (Kopong, 1995). The 1994 curriculum was introduced as a logical consequence of the passage of the National Education Law (Law 2/1989) as well as an answer to various criticisms of the 1984 curriculum. The emergence of political reforms in 1998 and a paradigm shift that emphasized competence, a competency-based curriculum (KBK) was compiled which is also known as the 2004 Curriculum. It is different from the previous curriculum.

KBK was first piloted in several schools from sharing levels, and was also announced to the public. But unfortunately, the results of the trial are not very encouraging where structurally and operationally most schools in Indonesia will not be ready to carry it out. The enactment of the National Education Law (Law 20/2003) which mandates the emergence of BNSP (national education standards body) based on PP 19/2005, one of whose authorities

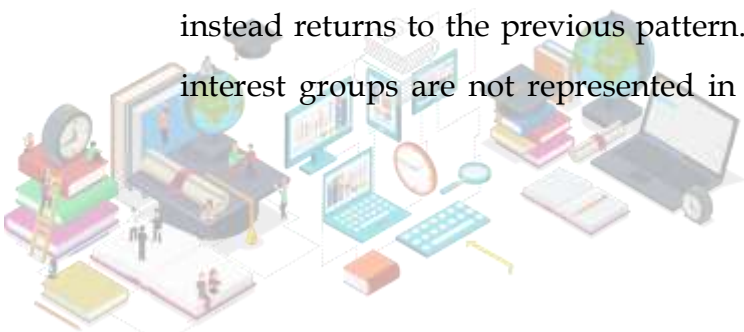




establishes content standards and graduation standards which are the basis for determining ministerial regulations on curriculum. Through Permendiknas 22, 23 and 24 of 2006, a new curriculum called KTSP (education unit level curriculum) was passed.

There have been various criticisms about the promise of various "paradigm shifts" from this curriculum change. For example, in science subjects, what is true is only a change in the order of the subject matter. One of them is inseparable from the process of designing and compiling the curriculum in Indonesia which is all centralized and exclusive, including the last curriculum commonly called KTSP. The curriculum design process has never been open to the public, what is always in it is its ratification by the relevant minister (Minister of Education and Culture or Minister of National Education, in the case of the 1994 curriculum also involving the Minister of Religion). In curriculum documents, for example, it never displays data on who designed and what the donations were; when and where the drafting was carried out; and have tried where and its public tests if any have ever been done etc.

The 2004 curriculum (KBK) that was not passed was actually a little good in terms of the preparation process, where there were public tests and experiments on its application; unfortunately KTSP instead returns to the previous pattern. The next thing is, various interest groups are not represented in the design and process of



making the curriculum, so even if the curriculum product is completed and ready to be socialized what is common is an effort to meet the minimum bureaucratic standards that this has been disseminated. Not surprisingly, the majority of education stakeholders (teachers, principals, education offices, LPTK lecturers, students, parents etc.) are surprised by the emergence of curriculum documents whose alternatives sometimes for them only have to be accepted as they are.

There are not many research results on school curricula in Indonesia that can be used as a benchmark. Some of the examples obtained are in science, English and social science lessons. In science lessons, Thair and Treagust (1999) showed a tendency to science curricula in developing countries such as Indonesia (namely the 1984 and 1994 curricula), because of the absence of experts in curriculum design and implementation of the curriculum, what happened was the adoption of science curricula from developed countries (especially the United States) without much effort to be applied to local conditions. The direct impact is the difficulty to understand science lessons because in terms of content and structure it comes from different cultures.

The emergence of KTSP (2006 curriculum) gives a different nuance, where the content of the curriculum is very short and only regulates the so-called Competency Standards (SK) and Basic Competencies



(KD). The rest of the teachers are given the freedom to develop a curriculum based on the SK and KD. Explicitly through the KTSP what is desired is for teachers at the school level to develop a curriculum in accordance with the characteristics of students, the environment and surrounding resources. This paradigm shift raises various question marks about what exactly the Ministry of National Education wants, as well as what teachers need to do for the implementation of the curriculum in the classroom. In the 2013 curriculum, structures and models such as KTSP are still maintained, while the emphasis remains competence as a reference. The next section will explain this.

### **c. Enrichment**

1. Explain the curriculum that have been implemented in Indonesia!



## UNIT 4

# COMPONENTS AND ORGANIZATION OF THE CURRICULUM

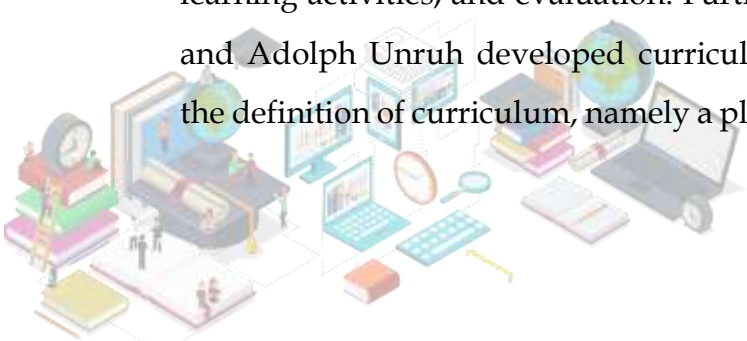
### a. Learning Objectives

After studying this unit, students are expected to be able to describe the components and organization of the curriculum, identify the components of the curriculum, and identify the organization of the curriculum.

### b. Materials

Curriculum Components In the context of curriculum design and development, curriculum developers including teachers must pay attention to the basic frameworks of the curriculum with a system approach, namely a curriculum that has the main components of the curriculum, both at the macro (national), institutional (institutional), field of study or subject level, as well as at the level of learning programs (syllabus and rpp) (Arifin, 2014).

Hilda Taba detailed the content of the curriculum into objectives, learning experiences, organization of curriculum materials and learning activities, and evaluation. Furthermore, Gleyns G. Unruh and Adolph Unruh developed curriculum components based on the definition of curriculum, namely a plan about the objectives, the



content of what is learned in which there is a learning process and evaluation for learning outcomes (Arifin, 2014).

a. Objective Component In curriculum or teaching, the objective plays an important role in directing all learning activities and other components of the curriculum components. The objectives of the curriculum are formulated based on two things, first the development of demands, needs and conditions of society and secondly based on thoughts and direction on the achievement of philosophical values, especially the Philosophy of the State (Sukmadinata, 2010) A nation that adheres to the understanding of democracy as a philosophy of life will emphasize an education system that can give birth to a society that has four abilities, skills, and main traits, namely: (a) self-realization, (realizing and developing talents as optimally as possible), (b) human relationships ,(c) economic efficiency, (d) civic responsiveness (citizen responsibility) (Arifin, 2014).

According to Arifin (2014) each formulation of educational goals must be comprehensive, namely containing areas of knowledge, skills, attitudes, and values. This field is in accordance with Bloom's goal taxonomic theory which groups human behavior into three domains, namely cognitive, affective, and psychomotor. The cognitive realm is concerned with recognition and understanding, knowledge, development of intellectual skills and aptitudes. The



affective realm is concerned with changes in interests, attitudes, values, appreciation development, and self-conforming. The psychomotor realm is concerned with motion skills and manipulation skills. Meanwhile, Gagne and Briggs put forward five categories of goals, namely intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes (Sukmadinata, 2010). Long-term national goals are a general educational goal, while short-term instructional goals are specific goals. Specific objectives are spelled out from educational goals of a general nature that are usually abstract and broad, being specific targets that are more concrete, narrow, and limited. In teaching and learning activities in the classroom, specific goals are prioritized, because they are clearer and easier to achieve. The formulation of teaching objectives in the form of objectives has several advantages (Sukmadinata, 2010):

Specific objectives make it easier to communicate the intent of teaching-learning activities to students. 1) Specific purposes help make it easier for teachers to select and compile teaching materials. 2) Specific purposes make it easier for teachers to determine learning activities and teaching media. 3) The specific purpose of making it easier for teachers to conduct assessments, that is, it is easier to determine the form of the test, formulate test items, and it is easier to determine the criteria for achievement.



## **b. Content Component / Material Content**

Curriculum material is essentially all activities and experiences that are compiled in order to achieve educational goals (Arifin, 2014). In general, the content of the curriculum can be grouped into three parts, namely logic, ethics, and aesthetics. Logic is the knowledge of right-wrong based on scientific procedures. Ethics is the knowledge of good-bad, values, and morals. Aesthetics is the knowledge of the beautiful-ugly that there is artistic value. In the preparation of teaching materials consists of certain topics and sub-topics that contain the main ideas that are relevant to the specified objectives.

Hilda Taba in Arifin (2014) provides the following criteria for choosing curriculum content / material: (1) the material must be shahih and significant, meaning it must describe the latest knowledge, (2) the material must be relevant to social and cultural realities so that learners are better able to understand world phenomena, including changes that occur, (3) the material must contain a balance between breadth and depth, (4) the material must cover a variety of objectives, (5) the material must be in accordance with the abilities and experiences of the learners, and (6) the material must be in accordance with the needs and interests of the learners. Teaching materials are formed from topics and sub-topics.

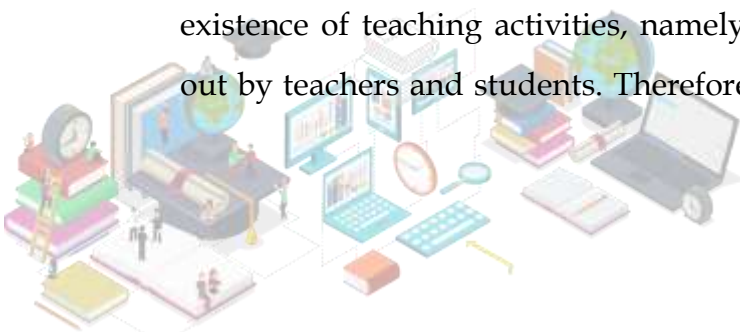


Here's how to compile teaching materials according to Sukmadinata (2010):

- 1) Chronological sequences, that is, to compile teaching materials containing time sequences, such as historical events.
- 2) Casual sequences, that is, students are faced with events or situations that are the cause or precursor to other situations.
- 3) Structural sequences, namely the preparation of teaching materials that are adapted to their structure, for example, light problems, reflection, and structurally arranged optical devices.
- 4) Logical and psychological sequences, logical that is, teaching materials start from the part towards the whole, while psychological is the opposite.
- 5) Spiral sequences, teaching materials are centered on a specific topic or subject matter.
- 6) The series is backwards, teaching begins with the last step and retreats backwards.
- 7) Sequences based on the learning hierarchy, the main specific objectives of learning are analyzed and then a hierarchy of teaching materials is sought to achieve these goals.

### **c. Process Components**

The process of implementing the curriculum must show the existence of teaching activities, namely learning activities carried out by teachers and students. Therefore, in the implementation of





the process, there must be strategies, methods, media, and learning resources. When the teacher compiles the teaching materials, the teacher must also think about the learning strategies to be used.

In Arifin (2014), there are several strategies that teachers can use in conveying curriculum content, including expository strategies, heuristic learning strategies (discovery and inquiry), small group learning strategies, and individual learning strategies. Meanwhile, according to Rowntree (in Sukmadinata, 2010) strategies that can be used in teaching include exposition learning discovery learning, rote learning-meaningful learning, and group learning-individual learning.

In addition to strategies, there is also a method, which is a method used by teachers to convey the content of the curriculum to students. The method must be oriented and emphasize the learning activities of students. To choose a method can be based on several approaches, namely a subject-centered approach, a learner-centered approach, and an approach oriented to people's lives. Learning media that can be used in conveying curriculum content include multimedia, visual, audio, and audiovisual media. Learning resources can be grouped into five parts, namely humans, materials, the environment, tools and equipment, and activities (Arifin, 2014).



#### **d. Evaluation Component**

Evaluation is aimed at assessing the achievement of predetermined goals and assessing the overall teaching implementation process (Sukmadinata, 2010).

##### 1) Evaluation of teaching and learning outcomes

To assess the success of student mastery or predetermined specific goals, an evaluation is held which is also called an evaluation of teaching and learning outcomes. In this evaluation, question items are prepared to measure the achievement of each specific goal that has been determined. For one specific purpose, at least one question item is drawn up. According to the wide scope and term of learning is distinguished between formative and summative evaluation. Formative evaluation is aimed at assessing students' mastery of learning goals over a relatively short period of time. The main purpose is to assess the teaching process, and assess students' mastery after they have finished learning one subject.

The results of formative evaluation are used to improve the teaching and learning process and help overcome students' learning difficulties. Summative evaluation is aimed at assessing students' mastery of broader goals, as a result of learning efforts over a long period of time, one semester, one year, or during the education level. Summative evaluation has a broader function than formative evaluation.



## 2) Evaluation of teaching implementation

The components evaluated in teaching are not only learning outcomes but also the overall implementation of learning, which includes the clarification of teaching objective components, learning materials, teaching strategies and media, as well as teaching evaluation components themselves. To evaluate the components and process of teaching not only using tests but also non-tests such as observations, document studies, analysis of work results, questionnaires and checklists.

### **Definition of Curriculum Organization**

The organization of the curriculum, namely the pattern or form of learning materials compiled and delivered to students, is a very important basis in curriculum development and is closely related to the objectives of the educational program to be achieved, because the form of the curriculum also determines the learning materials, their sequence and how to present them to students. Arifin (2014) mentioned that curriculum organization is a standard arrangement of experience and knowledge that must be conveyed and carried out by students to master the competencies that have been set. This experience is both directly and indirectly gained by the learner.

### **Curriculum Organization Model**



The following will explain some of the curriculum organization models in Arifin (2014):

**a. Serated Subject Curriculum** (separate or non-converged subject curriculum). This curriculum is so called, because all the subject matter is presented in a subject or subjects that are separated from each other. Also called isolated-subject curriculum or subject-matter curriculum. For example, the subjects of numeracy, algebra, measuring sciences, history, economics, geography, and earth sciences. Although the teacher teaches for one class, but in his teaching there is no correlation between one subject and another. This makes it easier for teachers to assess the learning process and outcomes of students.

Based on the description above, it can be mentioned the characteristics of the organization of this curriculum as follows: (1) this curriculum consists of a number of subjects that are fragmentary, have no relationship and relation to each other, (2) the subjects stand alone as a discipline, (3) the purpose of the curriculum is to master knowledge, (4) the subjects are not arranged according to the needs of students and society, (5) learning strategies use a lot of pouring techniques, (6) the teacher plays a role and is responsible as a subject teacher, (7) the learning process is more teacher-centered, while learners are passive, (8) assessment techniques use more tests with a cognitif domain focus.



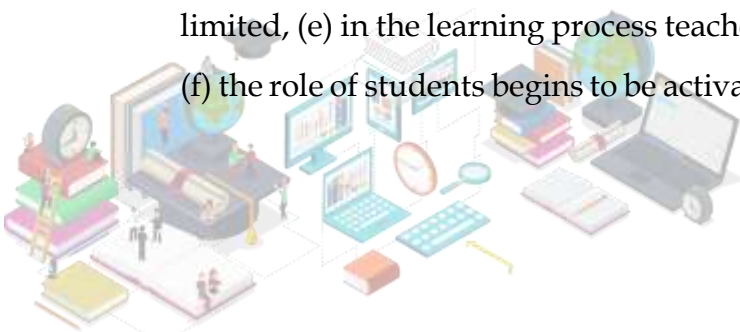
According to Nasution (2012) this curriculum has several advantages and disadvantages. The advantages include: (1) providing knowledge in the form of the results of past generations of experience that can be used to interpret a person's experience, (2) having an organization that is easy to structure, easy to change, expanded or narrowed, easily adapted to new developments in science, (3) easy to evaluate, (4) supported and even demanded by universities in the admission of new students, (5) has been well received and easily understood by teachers, parents, and learners, and (6) contain their own logic according to their respective disciplines, providing knowledge sideatically and providing logical and effective methods for mastering the subject matter.

Meanwhile, the weaknesses of the subject-curriculum curriculum include: (1) there is a gap between the child's experience and the experience of mankind which is arranged logically-systematically, so that the danger of verbalism arises, (2) as the logical-systematic knowledge is not functional in dealing with community problems and is not in accordance with the interests, needs and problems of students in their lives, and (3) this curriculum provides loose, superficial, often in the form of facts and information that need to be memorized.



**b. Correlated Curriculum** (correlation curriculum or interconnected lessons). Educators who see the weaknesses of the separated subject curriculum and are dissatisfied with the curriculum endeavor to find ways to give students an experience that has something to do with it. Some connect one subject with another by maintaining the identity of the subject, some are fused with the subject by eliminating the identity of the subject in a particular field of study. The existence of this curriculum organization is due to the fact that there are many weaknesses in the subject-centered curriculum. According to Arifin (2014), the correlation curriculum can be done in two ways, namely formal correlation and informal correlation. In formal correlation, some teachers deliberately hold formal meetings to plan together on what and how to correlate the subject matter. Whereas in the informal correlation, a teacher of subject A (for example) asks informally to the teacher of subject B to correlate his subject matter with the subject matter that the teacher of subject A will deliver.

The characteristics of this correlation curriculum include: (a) there is a correlation between subjects, (b) there are efforts to adapt subjects to the problems of daily life, including the needs and interests of students, (c) the purpose of the curriculum is to master knowledge, (d) the service of individual differences is still very limited, (e) in the learning process teachers play a lot of active roles, (f) the role of students begins to be activated, and (g) the assessment



is more focused on the cognitive domain even though other domains have begun to be developed.

c. **Broad Field Curriculum.** The organization of this curriculum is called a field of study, with correlations of several subjects (interdisciplinary) that are further away so that there is no longer a visible boundary of subjects in a single family. This correlation is a fusion between several cognate subjects and has similar features. For example, history, geography, economics are diffused into fields of social studies studies. According to Oemar Hamalik, this curriculum consists of three types of approaches, namely the structural approach, the functional approach, and the area. The structural approach is dotted with the exclusion of a certain structure of a discipline. The functional approach is dotted with rejecting certain problems in a particular society or school environment.

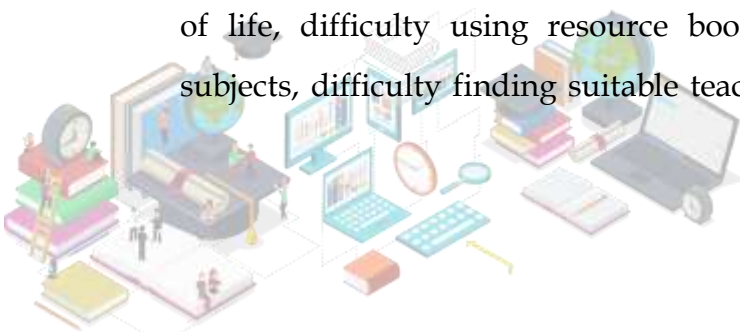
The regional approach is based on the selection of a particular region as the subject matter to be studied. The characteristics of the curriculum in the field of study include: (1) the curriculum consists of a field of study which is a combination of several subjects that are cognate and have the same characteristics, (2) the lesson material is dotted with a core problem, (3) the lesson material is prepared based on established competency standards and basic competencies, (4) the learning strategy is integrated, (5) the teacher



acts as a teacher in the field of study, (6) curriculum preparation takes into account the interests, problems, needs of students and the community.

d. **Integrated Curriculum.** This type of curriculum organization is prepared based on the analysis of the main areas of life or activities of human beings in society. Strate meyer and friends (in Arifin, 2014) compile an integrated curriculum based on the life situations experienced by learners which are divided into three groups, namely: (1) situations regarding individual development, such as health, intellectual development, moral choices, life statements and awards, (2) situations for the development of social participation such as interpersonal relationships, group membership, and relationships between groups, and (3) situations for the development of abilities facing environmental factors and power.

This integration can be achieved by concentrating lessons on specific problems whose solving requires various disciplines or subjects. The learning process is carried out through solving problems that are connected with the sphere of life. The integrated curriculum is flexible and does not expect the same learning outcomes from all learners. The weaknesses of this curriculum include difficulty determining the scope and order of essential areas of life, difficulty using resource books arranged according to subjects, difficulty finding suitable teachers, difficulty conducting



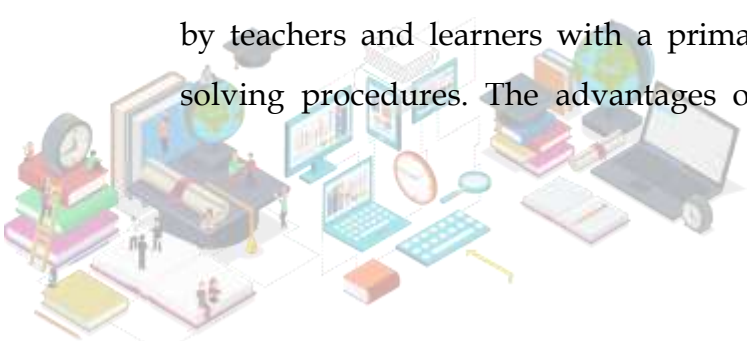


uniform final exams, difficult for students to continue high teaching that demands logical-systematic knowledge, ignoring cultural heritage, and students only think practically and pragmatically

e. **Core Curriculum.** This organization is dotted with the rejection of certain subjects as cores. Basically, this curriculum is part of an integrated curriculum because this curriculum uses materials from all disciplines or subjects needed to solve problems faced by students, including materials from the environment. The core curriculum can also be seen as a general education program. The goal is to form an integrated person (physical, mental, intellectual), to be a good citizen and capable of cooperating.

The characteristics of this curriculum include: (1) consisting of a series of important and interrelated experiences, (2) relating to general education, (3) being planned continuously before and during execution, (4) based on social personality problems, (5) presented in a unified whole, (6) implemented over a longer period of time, and (7) intended for all learners.

Activity Curriculum Often also called experience curriculum. The organization of this curriculum does not have a formal structure and is not designed in advance. The curriculum should be compiled by teachers and learners with a primary emphasis on problem-solving procedures. The advantages of this curriculum include



being in accordance with the needs and interests of students, paying attention to individual differences and providing special abilities to live in society. While the shortcomings, among others, the needs and interests of students are not necessarily relevant to the reality of life that is so complex, the continuity and order of materials are still very weak, and require competent and professional teachers who not only master the subject or field of study, but also have social abilities.

The purpose of this curriculum is not to provide skills or honesty education but rather to provide opportunities to think and do systematically related to a job. These activities are not only manual but also intellectual. This curriculum uses the child's interests as the center of activity.

### **C. Enrichment**

To better understand related to the development of the curriculum over time, Work on the questions below:

1. Identify the components of the curriculum that are the basic framework for curriculum development!
2. Explain the flow of curriculum development if it is guided according to the components in no.1!
3. Identify curriculum development organizations!
4. Are all forms of organizations in no. 3 in accordance with curriculum development in Indonesia? Explain



## Unit 5

### CURRICULUM DEVELOPMENT PROCESS

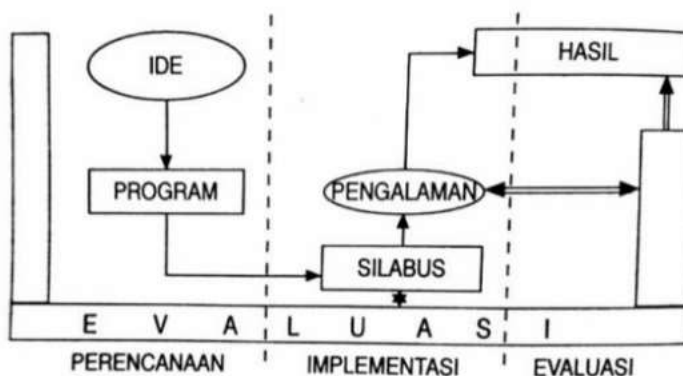
#### a. Learning Objectives

At the of the lesson, the students are able to comprehend the process of curriculum.

#### b. Material

The curriculum is one of the important components in education, the curriculum is defined as a program provided to students. As explained by Oemar Hamalik in the curriculum development management book, the curriculum is a program provided for students. Educational programs in the form of learning activities, the purpose of which is to improve the development and growth of students adapted to educational goals. Curriculum development is a comprehensive process as a form of national policy in education that is adjusted to the vision, mission and strategy of national education. The process of curriculum development starts from planning, implementing, monitoring and evaluating.<sup>3</sup> Curriculum development is defined as a process, so in its implementation it consists of several steps that must be done as described by Hasan (2002) quoted by Muhaimin in the following chart,





The chart above illustrates the curriculum development process from curriculum planning to evaluation. In planning the curriculum begins with formulating ideas that will be developed into programs. The idea in curriculum planning comes from:

Vision proclaimed 2. Stakeholder needs and needs for next level studies 3. The results of the evaluation of the curriculum that has been used and the demands of the development of science and technology and the times 4. Views of various scientific experts 5. the development of the era of globalization, in which a person is required to have a lifelong ethos of learning, paying attention to the social, economic sphere. Politics, culture and technology.

From the above ideas, a program design was then developed in the form of a document such as a syllabus format. The design was developed again in the form of a learning plan that will be implemented such as RPP or SAP. The plan contains about learning



steps for students. After the plan is implemented, it is then evaluated so that the level of effectiveness can be known. From the results of this evaluation, provisions will be obtained to improve the next curriculum.<sup>6</sup> From the explanation above, the curriculum development process generally consists of planning, implementation, and evaluation. In addition to the general curriculum process above, there are four stages of curriculum development in terms of levels, including:

1. Curriculum development at the national level. Curriculum development at this level discusses education at the national level consisting of formal, informal, and non-formal education. From its tiers it can be seen vertically and horizontally. Vertically, curriculum development is carried out based on the level of education from the lowest to the highest. Meanwhile, horizontally, curriculum development is based on equal education, such as for example elementary schools, MI, and package A programs.

2. Curriculum development at the institutional level Curriculum development at this level has several activities that must be carried out, including formulating the goals to be achieved by the school, compiling SKL (graduate competency standards), and determining the content of the curriculum as a whole. Graduate competency standards are in the form of a formulation of knowledge competencies, skills, and attitudes that must be achieved by



students after participating in learning at educational institutions. The SKL is formulated according to its type and level. Graduate competency standards show the expectations of society, such as parents, acting government and private sector about the world of education, the business world, and others, and are hopes for higher education or the world of work.

Curriculum development at the subject level The syllabus is a form of curriculum development at the subject level. A syllabus consisting of core competencies, basic competencies, subject matter, learning activities, achievement indicators, assessment forms and time allocations are compiled in each semester

Curriculum development at the level of learning in the classroom. At the level of learning in the classroom curriculum development is carried out in the form of a RPP arrangement (Education Implementation Plan) designed by each teacher. The planning also includes learning resources to be used.<sup>1</sup>

The explanation above is a form of curriculum development at each level. Each level has its own duties in the curriculum development process, but it is still adjusted to the objectives of national education. Meanwhile, according to Hamalik, the curriculum development process used in Indonesia begins with looking at existing needs.



From the needs and feasibility study then draw up a curriculum plan, the initial plan

developed into a plan that will be applied in the implementation of the curriculum. The plan is tested first in the field before the curriculum is implemented thoroughly. After being carried out thoroughly, an assessment is then carried out to see the success rate of the curriculum. The results of the assessment can be used for the improvement of the existing curriculum.

Stages of Curriculum Development According to Experts There are several Experts who formulate the stages of curriculum development, as follows:

1. Administrative model The administrative model is the oldest model ever used. Development with an administrative model is carried out by an education administrator who forms a curriculum development briefing team. The administrative model is often referred to as the line model. So that curriculum development is directed from the acting education who is at the top. Then form a briefing team consisting of supervisors, principals and teachers. The briefing team has the ability to plan, give briefings, formulate philosophy and general objectives of Education.

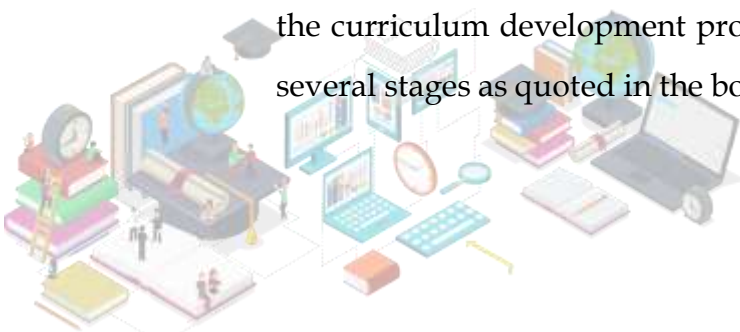


Next, the briefing team formed a working group to draw up educational objectives, teaching plans, and learning activities. The results of the group's work were revised by the steering team and tested. The trial activity aims to see the level of effectiveness and feasibility. The steering team reviewed and evaluated the trial of the curriculum design and then decided on its implementation. The curriculum development of such administrative models can be implemented in countries with systems because this model is from the center down . Disadvantages of this model

the curriculum is usually uniform nationally so it is not tailored to the needs of each region. In implementing the curriculum, monitoring, observation, supervision, and guidance activities are carried out, which are then also carried out evaluations, the results of which are used for feedback for central, regional, and school level educational institutions. In its implementation, it is necessary to have supervision. The shortcomings of this model can be taken into consideration in choosing a kurikulum development model because the demands of each region are different.

2. According to Arich Lewy According to Arich Lewy (1977)

the curriculum development process is carried out through several stages as quoted in the book the basics of curriculum





development by Burhan Nurgiyanto consisting of determining general goals, planning, trials and revisions, field tests, implementing the curriculum and monitoring curriculum quality. Explanation of the six stages of development according to Arich Lewy, the first stage carried out in the curriculum development process is to formulate curriculum objectives in general. The purpose of the curriculum includes the values and competencies that must be possessed by students after following the implementation of the curriculum. In formulating this goal, curriculum developers work closely with experts in disciplines including psychologists, sociologists, anthropologists, and other relevant science experts. These experts are considered capable of contributing their thoughts to formulating the general objectives of the curriculum.

3.

Based on the first tahaapan, then the curriculum developer compiles curriculum planning, starting from general planning (syllabus) to special planning (RPP) in various activities (intracurricular, extracurricular and cocurricular) in accordance with the desired curriculum organization. Planning includes materials learning, delivery strategies, grading systems, infrastructure, costs and ways of delivering to teachers so that they can use them. The planning that has been prepared is then tested. The trial aims to test the role of



the curriculum that has been prepared in accordance with the objective situation and conditions in the field. In addition, trials are also carried out to find out the weaknesses of the planning so that they can be corrected. In this trial, curriculum developers make direct observations in the classroom and ask students for their opinions on learning activities with the new curriculum that has been followed. Likewise, opinions from experts in education, psychology, fields of study, and others including principals, parents, teachers

The result of the limited trial is to obtain a better curriculum. Based on this curriculum, a wider field test was then re-conducted, which was almost similar to the actual situation. The goal is to analyze the conditions for curriculum implementation in order to obtain more adequate results. After field tests were carried out, training for principals and teachers was carried out in stages. Furthermore, the curriculum is carried out by all schools in various regions within a country uniformly. The curriculum has a dynamic nature, which is to keep up with the changes and developments of the times. If the curriculum has shortcomings and cannot keep up with the times, it is necessary to update the curriculum.



4. The Rogers Model There is a stage of curriculum development with the Rogers model. the first stage carried out is to select targets who will participate in intensive groups of the education system, then teachers participate in the teacher experience. The existing experience is developed in each class. Parental participation in activities is also needed

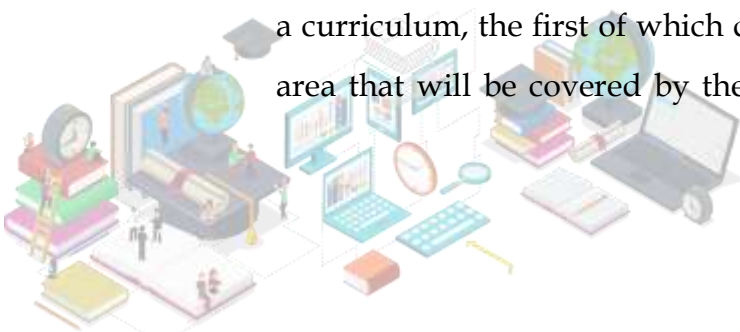
group. However, in this stage of the model, not all parents participate in compiling the curriculum. Parents have a greater role at the time of curriculum implementation. Because the learning process does not only take place at school but also at home, so parents accompany and supervise student learning activities at home. Parents can also participate in activities at school through various activities such as discussions, meetings with teachers and reporting learning outcomes. From these activities, it can be a feedback to improve the curriculum.<sup>18</sup> The process of curriculum development with the rogers model pays more attention to subjects that are concerned in the implementation of the curriculum.

5. According to Tyler According to Tyler, the stages of curriculum development consist of four stages ranging from determining goals to assessments. First, determining the objectives of curriculum development, the first stage that



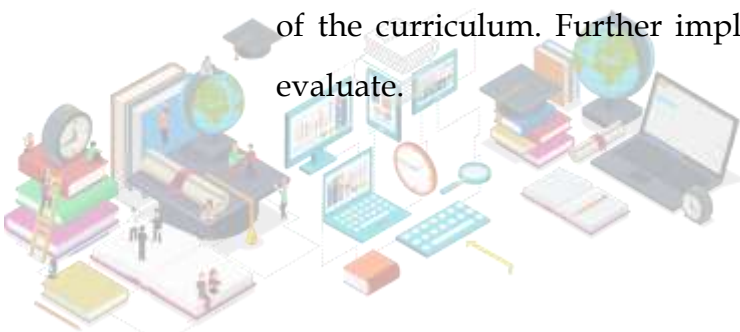
must be done is to determine the objectives of curriculum development. So that the direction and goals of educational achievement can be known. Second, it determines the student's learning experience. After determining the objectives, then at the next stage, the determination of learning experiences is carried out. The learning experience is an activity of student interaction with the environment. Student learning experiences can be encountered in the learning process. There are several principles in determining the learning experience, namely that the experience is adjusted to the goal to be achieved, each experience must satisfy the student, the student is involved in the planning of the learning experience, and in the learning experience the student has different goals. Third, the organization of learning experiences. This organization is divided into 2 types, namely vertically and horizontally. For vertical organization connects the learning experience of a study of the same science at different levels. Whereas horizontally connecting the learning experience of several fields at the same level. Fourth, assessment of learning objectives as a component of primary concern

6. According to Beauchamp There are five stages in developing a curriculum, the first of which determines the scope of the area that will be covered by the curriculum (schools, sub-



districts, districts, provinces, states). The stages of the scope of this area are determined by the party who has the authority to take policies in curriculum development. After determining the scope of the territory, then determine personnel, namely parties who participate in the curriculum development process. According to Beauchamp, these parties include educational experts or curriculum experts at the central, tertiary and school levels. In addition, professionals in the education system as well as community leaders who are influential in education.

In this model involves experts and educational figures who have an influence on curriculum development either directly or indirectly. This determination is adjusted to the level and area of the territory. As for the provincial and national levels, it does not involve teachers so much. On the contrary, for the lower levels such as districts, sub-districts, and schools, the involvement of teachers is greater in curriculum development. Organization and procedures for curriculum development. This step relates to the procedures that must be taken in formulating general goals and specific objectives, selecting the content and learning experiences and evaluation activities, and in determining the overall design of the curriculum. Further implement the curriculum and evaluate.



6. According to Taba The process of curriculum development according to Taba can be done in five steps. Starting with conducting experimental units with teachers In this unit, a careful study of the relationship between theory and practice is carried out. Planning is based on strong theory, and the implementation of experiments in the classroom produces data to test the theoretical foundations used. There are 8 steps in the experimental unit activities according to Taba, namely ,Diagnosing needs, formulating specific goals, choosing content, organizing content, choosing learning experiences, organizing learning experiences, evaluating, seeing sequences and balance

Furthermore, testing experimental units, this activity is carried out not only in the experiment class but also in the test in other classes or places so that the level of validity can be known and can also obtain data for improvement. The data obtained from the testing stages are then used for repairs and refinements. In addition to making revisions or improvements, consolidation is also held, in this activity conclusions are drawn on matters of a general nature, because the experimental units that have been used are not necessarily valid for other schools. After carrying out revision and consolidation activities, it then develops the



entire curriculum framework. At this stage, an assessment is carried out by curriculum experts, the purpose is to find out the concepts and foundations used at the same age or not. Then the new curriculum was applied to a wider area not only schools were used for experimentation. So that with this step, it can be known what is faced, both related to educators, facilities to financing.

Factors Affecting the Curriculum Development Process In curriculum development there are several influencing factors including:

1. Higher education The curriculum at least gets influence from universities, namely in terms of the development of science and technology developed by universities and in terms of developing educational and teacher training science and preparing educators in higher education. Knowledge and technology contribute to the content of the curriculum and the learning process. Knowledge of dna technology contributes a lot to the content of the curriculum as well as the learning process. The knowledge that develops in higher education also affects the content of teaching materials in the curriculum. technological developments also support the development of curricula on educational tools and media components



2. The School Community is part of the community and prepares children for life in the community. As part of the community, so that education in schools is influenced by the surrounding environment. The content of the existing curriculum should be able to answer the demands and needs that exist in the community.

3. Value system In the community environment there is a value system, both moral, religious, social, cultural, and political values. As explained above the school as part of the community and one of the community institutions has the responsibility to maintain the existing value system. The value system to be maintained is integrated in the curriculum. The problem faced in the maintenance of the value system is that society is heterogeneous and multifaceted, so that each ethnic, vocational, intellect, social, spiritual, and so on group has different values.

In addition to the above factors there are also obstacles to curriculum development, the first obstacle lies with educators. Educators or teachers who are implementers of the curriculum do not participate in curriculum development. This is due to several things, namely, lack of time, lack of opinion, both between fellow teachers and with principals and administrators. And also because of the ability and level of knowledge of the teacher. The other obstacles come from society.





### **c. Enrichment**

Explain some models of curriculum development that you know!



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