

Curriculum Organization Development Process in Developing Education Indonesia

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Abstract

Learning that takes place in the classroom without a clear curriculum will make it difficult for students to understand the lessons delivered by the teacher. Organizing the curriculum means choosing clear and objective goals that are in accordance with the needs and interests of students. The elements of the curriculum organization include: concepts, generalizations, skills, values. The curriculum organization model is a subject approach, combined subjects, broad coverage, integrated curriculum, core curriculum, activity curriculum.

INTRODUCTION

Formal education in schools is a place where students gain knowledge through teaching and learning activities. In the educational process, the curriculum is not a static thing. The curriculum concept can be changed in accordance with technological and scientific developments as well as community orientation (Razali M. Thaib & Irman Siswanto, 2015). With these developments, curriculum organizations that are always changing are born that apply several components in them.

The organization of this curriculum plays an important role in determining the order in which the material is taught and how it is presented. Furthermore, the term organizing in the context of this writing is defined as the pattern of organizing the curriculum components in the perspective of preparing the scope of curriculum content and the sequence of educational materials based on the order of difficulty level (Mustofa, 2014).

Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to study learning materials that can be achieved effectively. The educational goals that are formulated can influence the pattern or design of the curriculum because these goals can determine the pattern or framework for selecting,

planning, and implementing all experiences and learning activities in schools (Rusman, 2009). The organization of a particular curriculum greatly influences what forms of experience will be presented to children, and of course will make it easier to achieve educational goals.

This model of curriculum development in the education and management system which is centralized is different from centralized. The development model in the curriculum that is academic in nature is different from a theoretical study of the development model in the curriculum and curriculum organization, especially the development of a digital adaptive curriculum organization (Rahmatullah, 2022), because everyone is already adaptive to the digital world, at least through cellphones (Syahrani, 2022). 2021), thereby having the opportunity to increase the ability of teachers to control/guide the class (Syahrani, 2022), so that students are expected to be more focused (Syahrani, 2022) and more prepared (Shaleha, 2021), the learning process is more managed (Syahrani, 2018), because many Qur'ans talk about the importance of management (Chollisni, 2022), and actions like this are a strategy that is responsive to the current conditions happening in the world of education (Syahrani, 2020), and it is hoped that the development of curriculum organizations will also highlight the improvement of student character during online learning. (Syahrani, 2018), because online learning is not a problem It means that learning is important, but student character building should also be carried out, if things like this are included in curriculum organizational development, then online learning which is full of tasks and boring can be well-managed learning (Syahrani, 2018) and very humane in the eyes of students (Syahrani, 2017), it is hoped that the course of education in Indonesia will be more humane and this is the ideal of the actual education process (Syahrani, 2017), although online, there are not too many tasks and finally students' learning independence is created even though only through teacher supervision via the internet. (Syahrani, 2017).

METHODS

This study uses a literature review method, literature review is the first and important step in the preparation of a research plan. Literature review is a literature search and research by reading various books, journals, and other publications related to the research topic, to produce an article regarding a particular topic or issue (Marzali, 2016). In the study of literature for the purpose of producing a scientific paper, such as theses, theses, and dissertations, the author explores the literature related to his research topics and problems (the process of developing curriculum organizations in improving education in Indonesia).

RESULTS AND DISCUSSIONS

Curriculum Organization Development

The meaning of curriculum comes from Latin which means road or race arena that is traversed by trains. Then, this term was adopted in the field of education, so that it implies a collection of subjects that must be taught by teachers or studied by students, or a collection of subjects determined by the school to be studied by students in order to graduate and obtain a diploma. This understanding is an old view that emphasizes more on the content of the lesson. Under certain conditions, this definition is still often used today (Razali M. Thaib & Irman Siswanto, 2015).

The curriculum is a tool to achieve dynamic educational goals. This means that every managed curriculum must be developed and refined to suit the pace of development of science and technology as well as a developing society. The managed curriculum must be in accordance with the talents, interests, needs of students, the environment and facilitate implementation to achieve the goals that have been set (Razali M. Thaib & Irman Siswanto, 2015).

According to Blaney in (Subandijah, 1993) curriculum development is a very complex process because it includes discussions of curriculum preparation carried out in schools accompanied by intensive assessments, and improvements to curriculum components. Efforts to carry out these three things mean having to carry out the entire process of interacting curriculum components, including the objective component. The existence of various views that underlie curriculum development gives rise to diversity in organizing the curriculum (Sholeh Hidayat, 2013).

Curriculum organization is the arrangement of curriculum components, such as curriculum content, activities and learning experiences, which are organized into subjects, programs, lessons, topics, units, and so on to achieve educational effectiveness (Muhammad Ansyar, 2015). Curriculum organization is an arrangement of experience and standard knowledge that must be conveyed and carried out by students to master the competencies that have been determined (Zainal Arifin, 2011).

Based on the above understanding that curriculum organization is a pattern and arrangement of curriculum components that are organized into subjects, programs, lessons, topics, units whose purpose is to make it easier for students to understand what is being taught so that they master the competencies that have been set.

According to John D. McNeil, no theory of curriculum organization can be considered adequate. However, there are several concepts and principles that can be applied in theory and practice. Curriculum developers are expected to develop various educational programs that are more comprehensive, consistent, and effective. Learning activities at school are certainly different from learning activities outside of school. In schools, all learning activities and experiences are formally regulated and organized, especially with regard to

when and where learning activities are carried out. Even so, what students must learn must still be structured, especially with regard to subjects (Zainal Arifin, 2011). There are two main dimensions of internal curriculum organization (Zainal Arifin, 2011), namely: the content dimension and the learning experience dimension.

The content dimension is more widely accepted by curriculum developers than the learning experience dimension. In fact, the curriculum organization does not only contain a content dimension but also a learning experience dimension (Zainal Arifin, 2011).

The elements of curriculum organization in (Zainal Arifin, 2011) include:

Draft

That is a brief definition of a group of facts or symptoms. The concept is a definition of what needs to be observed, the concept determines the existence of an empirical relationship. Almost every form of curriculum organization is built on concepts, such as students, society, culture, quantity and quality, space, and evolution.

Generalization

Make clear conclusions from a phenomenon around it.

Skills

Namely the ability to plan curriculum organization and use it as a basis for developing sustainable programs. For example, the organization of learning experiences relates to comprehensive skills, basic skills to do math, and skills to interpret data.

Values

That is a norm or belief that is exalted, something that is absolute to control behavior. For example, respecting oneself, respecting the dignity and position of each person regardless of race, religion, nationality, and socio-economic status. Organizing curriculum elements that are able to choose clear goals that suit the needs of students, both requests and talents of students. If the objectives of the curriculum are related to the moral and ethical domains as functional and integrative, then values are the right organizational elements (Zainal Arifin, 2011).

Curriculum Organization Models in Indonesia

We have already discussed that the sources of learning materials for the curriculum are: knowledge, society, children. Knowledge-oriented curriculum will tend to choose a subject-centered curriculum. For this reason, various scientific disciplines that have been arranged logically systematically by experts and scientists in their respective branches of science are utilized. This curriculum organization is the oldest (Nasution, 1993).

There are at least six types of curriculum organization, namely:

Curriculum Based on Subject (subject centered curriculum)

This curriculum aims to make the younger generation familiar with the results of human culture and knowledge that have been collected since centuries, so that they do not have to seek and rediscover what has been obtained by previous generations. Thus they are easier and faster to equip themselves to face the problems in their lives (Nasution, 1993).

This separate curriculum where teaching materials are presented separately as if there are boundaries between the same field of study in different classes (Taufik Rizki Sista, 2017). For example, the subjects of arithmetic, algebra, geometry, history, economics, geography, and earth science. Students do more learning activities to memorize lessons or make summaries rather than discussing or solving problems, because the main curriculum is so that students master knowledge (Zainal Arifin, 2011).

Curriculum subjects in the classroom or in teaching and learning habits, each teacher is only responsible for the subjects he gives. even if the subject is given by the same teacher, it is also carried out separately. Because the organization of curriculum materials or contents is centered on separate subjects, this curriculum is called a separated subject curriculum (SSC). For example, the subjects of biology, geography, chemistry, physics, history, arithmetic, and so on (Rusman, 2009).

Functionally, this form of curriculum has advantages and disadvantages. Lack of separate subject patterns in (Rusman, 2009): 1) the subject matter is given or studied separately, which illustrates that there is no relationship between the material with one another, 2) the subject matter given or studied by students is not are actual, 3) the learning process prioritizes teacher activities, while students tend to be passive, 4) learning materials are not based on aspects of social problems faced by students and community needs, 5) learning materials are information and knowledge from the past that are independent of past events. now and in the future, 6) the learning process and materials pay very little attention to the talents, interests, and needs of students.

The advantage is that the knowledge that has been possessed has been arranged logically and systematically in the form of scientific disciplines by experts and scientists. Disciplines do not only have content, or materials, but also have certain methods or ways of thinking so that these branches of knowledge can be further developed. So by studying these disciplines, students not only expand their knowledge but also acquire certain ways of thinking. Thus they are equipped with the products and thought processes of the discipline (Nasution, 1993).

Correlated Curriculum

In this correlated curriculum, subjects are not presented separately. However, subjects that have closeness or similar are grouped so that they become a field of study (broadfield) (Rusman, 2009). This correlated curriculum pattern requires subjects to be

related and related to each other (correlated) even though there may be limits to one another (Razali M. Thaib & Irman Siswanto). For example, the subjects of biology, physical chemistry, are grouped into science fields of study. Likewise, the subjects of geography, history, economics, are grouped in the field of social studies (Rusman, 2009).

In formal correlation, several subject teachers deliberately hold formal meetings to plan together about what and how to correlate the subject matter, while in informal correlation, a subject A teacher (for example) informally asks subject B teachers to correlate the subject matter with the lessons that will be delivered by the teacher of lesson A (Zainal Arifin, 2011).

There are several advantages and disadvantages in this curriculum pattern. The shortcomings in (Rusman, 2009) are as follows: 1) the lesson materials provided are less systematic and less in-depth, 2) this curriculum does not use actual learning materials that are directly related to students' real lives, 3) this curriculum does not pay attention to talent, interests, and needs of students, 4) if the principle of incorporation has not been understood, it is possible that the subject matter presented is still too abstract.

Meanwhile, the advantages of the combined subject pattern (correlated curriculum) in (Rusman, 2009) are as follows: 1) the material is correlational even though it is limited to a few subjects, 2) provides broad insight in the scope or field of study, 3) increases student interest based on the correlation of similar subjects.

Broad Field Curriculum

Hilda Taba in (Zainal Arifin, 2011) asserts that in order to achieve a real combination, it is necessary to have integrating threads and focusing centers in the form of goals, general principles, theories or problems of society and life that can realize the combination in a reasonable manner.

The characteristics of the curriculum in the field of study (Zainal Arifin, 2011) include: 1) The curriculum consists of fields of study which are a combination of several subjects that are cognate and have the same characteristics, 2) The learning materials are based on this problem (certain core subjects), which are then translated into subjects, 3) Lesson materials are prepared based on predetermined competency standards and basic competencies, 4) learning strategies are integrated, 5) Teachers act as teachers in the field of study, and 6) Curriculum preparation takes into account interests, problems, needs of students and society.

Integrated Curriculum

An integrated curriculum is a curriculum that presents learning materials as a whole and without holding boundaries from one lesson to another (Sukiman, 2013). Curriculum

organization that uses an integrated model, no longer displays the names of subjects or fields of study. Learning starts from a problem that must be solved. The problem is then called a theme or unit. Learning based on units is not only memorizing a number of facts, but also finding and analyzing facts as material for solving problems. By learning through problem solving, it is hoped that student development will not only occur in intellectual terms, but also in all aspects, such as attitudes, emotions, and skills (Rusman, 2009).

This curriculum pattern eliminates the boundaries between various subjects and presents them in the form of units or as a whole. With the roundness of the subject matter, it is expected to be able to form an integral personality of the students, in harmony with the surrounding life. These are some patterns of curriculum organization in which curriculum management efforts must determine which type of organization will be used to make it easier to organize and manage lesson materials and schedules (Razali M. Thaib & Irman Siswanto).

This curriculum provides opportunities for students to study in groups or individually, empowers the community as a learning resource, allows individual learning to be fulfilled, and can involve students in developing learning programs. Learning materials will be able to shape students' abilities both process and product. Learning materials are always actual according to the development and needs of the community and students as whole individuals so that the learning materials studied are always in accordance with the talents, interests, and potential of students (Rusman, 2009).

There are several advantages and disadvantages in this form of curriculum. The shortcomings of the internal curriculum (Rusman, 2009) include the following: 1) in terms of the final exam or uniform entrance test, this curriculum will cause many objections, 2) this curriculum does not have a logical and systematic sequence, 3) it takes a lot of time and varies according to the needs of students and groups, 4) teachers do not yet have the ability to implement this form of curriculum, 5) the community, parents, and students are not familiar with this curriculum.

Meanwhile, the advantages of this curriculum in (Rusman, 2009) are as follows: 1) studying subject matter through problem solving by combining several subjects thoroughly in solving a topic or problem, 2) providing opportunities for students to learn according to their talents, interests, and potential that they have individually, 3) provide opportunities for students to solve problems comprehensively and can develop cooperative learning, 4) practice democratic values in learning, 5) provide opportunities for students to learn maximally, 6) provide students to learn based on direct experience, 7) can help improve relations between schools and the community, 8) can eliminate the boundaries contained in other curriculum patterns, 9) lesson materials are not arranged logically and systematic, 10) learning materials are not simple na, 11) it is possible that the abilities achieved by students will differ markedly, 12) it is possible that it will require a lot of cost, time, and

effort. Therefore, there needs to be a more optimal organization so that it can reduce these shortcomings.

Core Curriculum

Founce and Bossing in (Abdullah Idi, 2007) term the core curriculum by referring to a fundamental learning experience for students, because the learning experience comes from: 1) individual and general needs or encouragement, and 2) social needs and as citizens democratic society.

The definition given by Craswell to the core in his book (Nasution, 1993) who pioneered this curriculum organization is: a continuous, careful planned series of experiences which are based on significant personal and social problems and which involve learnings of common concern to all. From this definition we see that the core characteristics are that the curriculum is, 1) a series of interrelated experiences, 2) planned continuously, 3) based on problems or problems, 4) personal and social, 5) intended for students. all students, so it includes general education (Nasution, 1993).

The core curriculum is part of the integrated curriculum. In (Rusman, 2009) there are several characteristics that can be studied in this curriculum, namely: 1) this curriculum is planned continuously (continuously) is always related and planned continuously, 2) the curriculum content developed is a series of interrelated experiences, 3) the content of the curriculum always takes on the basis of the problems or problems that are actually faced, 4) the content of the curriculum tends to take or raise personal and social substances, 5) the content of this curriculum is more focused on applying to all students so that this curriculum is a general curriculum, but the substance is problem, personal, social, and integrated experience.

Activity Curriculum

Experience curriculum is often referred to as an activity curriculum. This curriculum tends to prioritize student activities or experiences in order to form abilities that are integrated with the environment and with student 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 (Rusman, 2009). The activity curriculum emphasizes that the curriculum prioritizes children's activities and experiences, although in each curriculum children can be given various activities and experiences (Nasution, 1993).

The curriculum must be jointly prepared by teachers and students with the main emphasis on problem solving procedures. The advantages of this curriculum, among others, are 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

which is so complex, the continuity and sequence of materials is still very weak, and requires competent and professional teachers who not only master the subject or field of study, but also have social skills. (Abdullah Idi, 2007).

Each form of curriculum organization certainly has its own advantages and disadvantages. Theoretically it is okay for adherents of curriculum organizations to criticize each other, because the basis of psychological analysis and learning theory used is indeed different. Not only that, the determination of the environment and the order of the learning materials are also different. In practice the curriculum organization must coexist and complement each other (Zainal Arifin, 2011).

Education in Indonesia

Education in Indonesia currently uses one of the integrated curriculum organizations. In this integrated curriculum there is a unit and overall presentation of learning materials. The 2013 curriculum changes the system in its learning which was previously a teacher-centred learning process (teacher-centred learning) to become student-centered (student-centered learning). Students must be able to be active in the learning process, the teacher is only a facilitator. The teaching and learning process can use an active learning approach. According to Syafrudin Nurdin and Basyiruddin Usman in (Hasan Baharun, 2015); (Aslan and Wahyudin, 2020) that the active learning approach is a term in the world of education, namely as a teaching and learning strategy that aims to improve the quality of education. And to achieve student involvement to be effective and efficient in learning requires various supports in the teaching and learning process.

The 2013 curriculum is one of the efforts to improve the quality of education. The 2013 curriculum emphasizes four aspects of assessment, from knowledge, attitudes (spiritual and social), and psychomotor. The ideal education includes cognitive, affective, and psychomotor domains. These three domains are fundamental in educational assessment (Bali, 2018). The 2013 curriculum is one form of improvement in education in Indonesia by providing a good learning process, it can be seen that the 2013 curriculum is on the growth of character which makes character formation in students, not only in the cognitive domain that is developed but in the process that appears in behavior (psychomotor).

Conceptually, the 2013 curriculum is aspired to be able to give birth to future generations who are comprehensively intelligent, namely not only intellectually intelligent, but also emotionally, socially, and spiritually intelligent. This can be seen by the integration of character values into the learning process, no longer being a supplement as in the 2006 curriculum. Approaches and learning strategies used by providing space for students to construct new knowledge based on learning experiences obtained from the classroom, school environment, and the community is also able to bring students closer to the culture of their community and nation (Sholeh Hidayat, 2013).

Based on the above procedure, in reorganizing the curriculum, it must have clear guidelines, both theory and field facts. So that the curriculum used can achieve the learning objectives to the maximum.

CONCLUSION

Curriculum organization is one way to arrange materials or learning experiences to be achieved. For this reason, it is necessary to choose an effective curriculum organization with continuous, sequential and integrated criteria. Curriculum organization, namely the pattern or form of learning materials prepared and delivered to students. The elements contained in the curriculum organization, among others: a) Concepts, b) Generalizations, c.) Skills, d) Values.

There are six models of curriculum organization, namely: a) Subject Curriculum (Subjects), b) Correlated Curriculum (Combined Subjects), c) Broad Field Curriculum (broad coverage), d) Integrated Curriculum (Integrated Curriculum), e) Core Curriculum, f) Activity Curriculum. The factors that must be considered in curriculum organization are: a) Scope, b) Sequence, c) Continuity, d) Integrated, e) Balance, f) Time (Times). Some procedures in reorganizing the curriculum can be through: a) Subjects, b) Patchwork, c) Activity analysis, d) Social functions, e) Opinion surveys, f) Error studies, g) Analysis of adolescent problems.

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