

CURRICULUM STUDY IN INDONESIA

(then and now)

INTRODUCTION

National Curriculum
/ Official / Formal /
Ideal

Create by nation

Reach or not
depend on

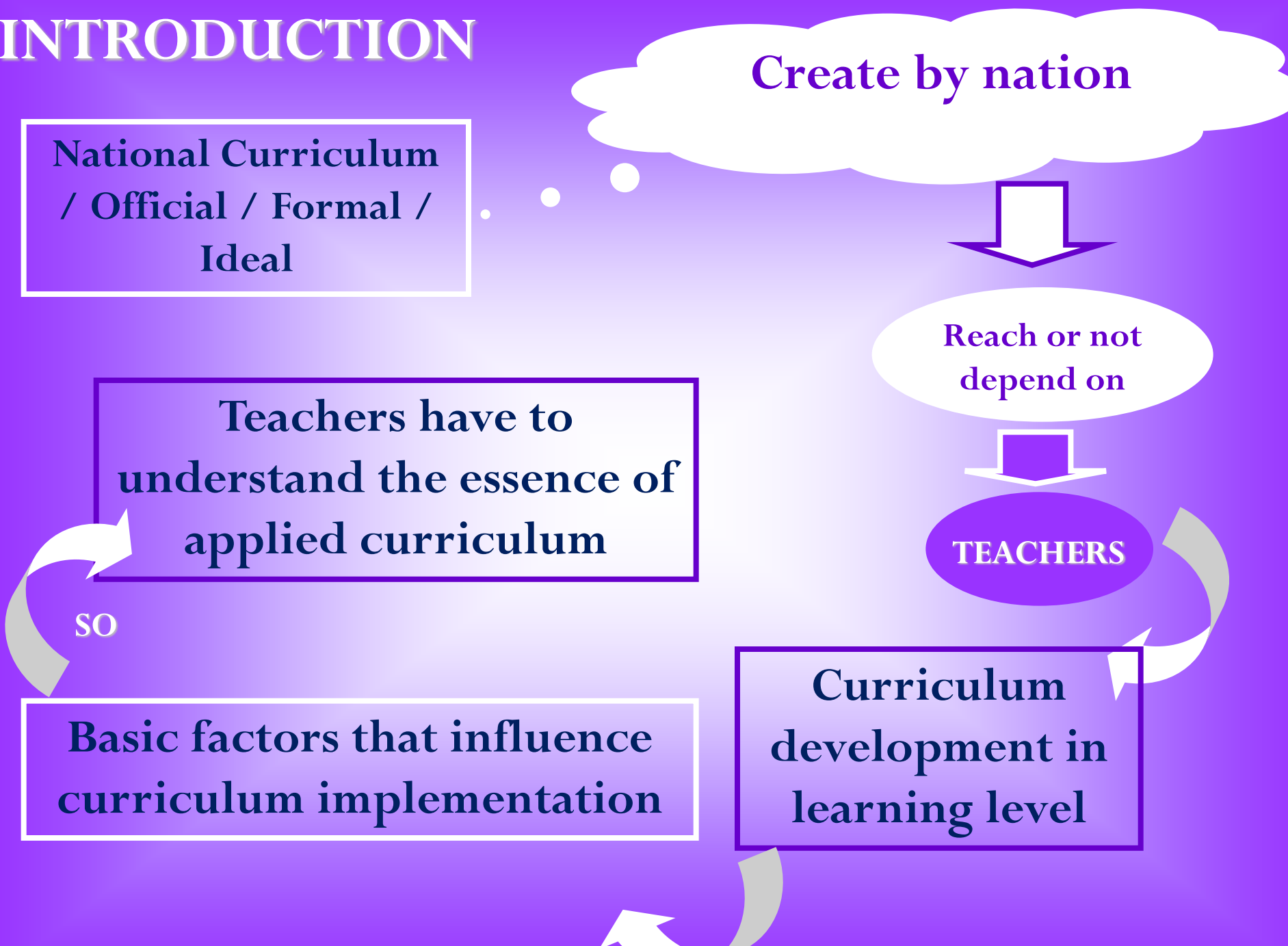
TEACHERS

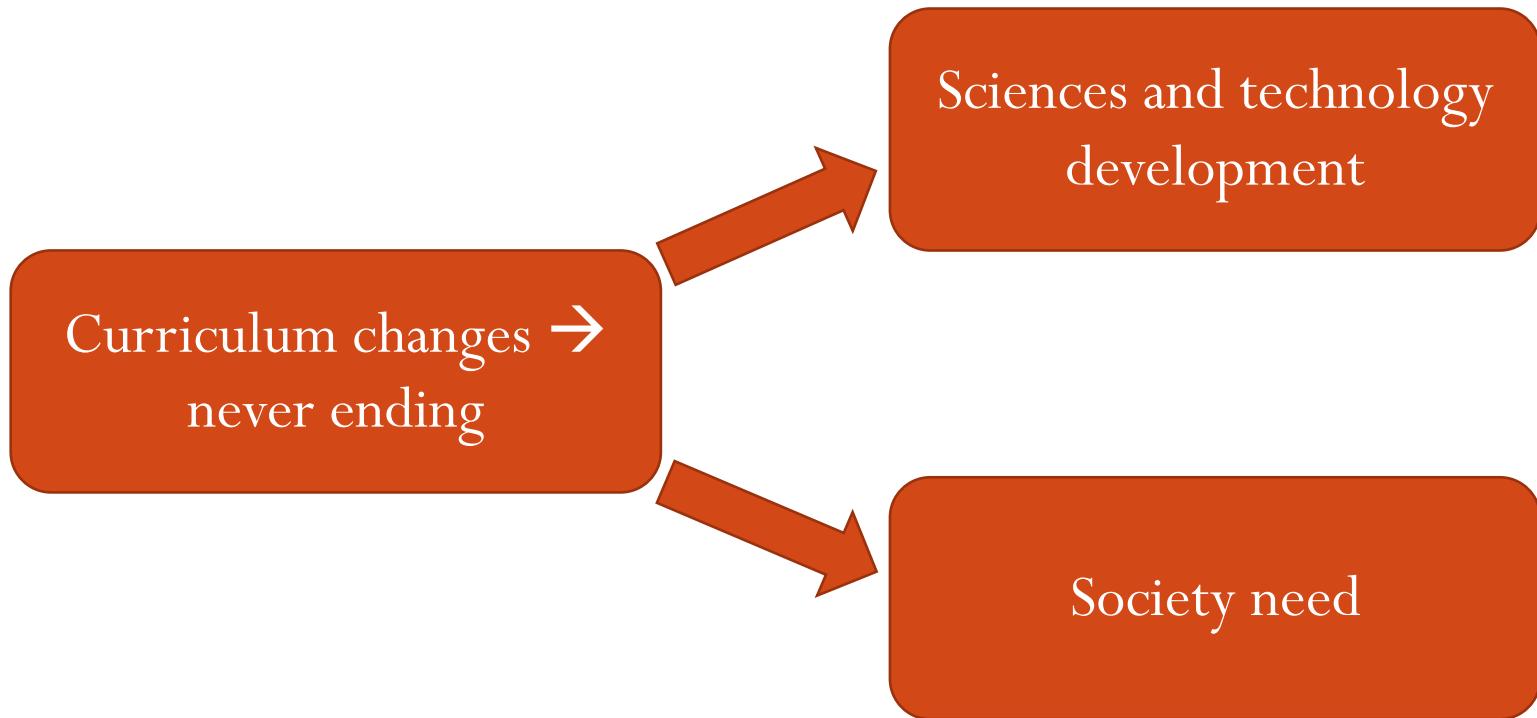
Teachers have to
understand the essence of
applied curriculum

Curriculum
development in
learning level

Basic factors that influence
curriculum implementation

SO





“The essences of changes must be implemented in learning activities”

Has direct responsibility to
create learning activities like
what written in the formal
curriculum



Teacher

WHY???

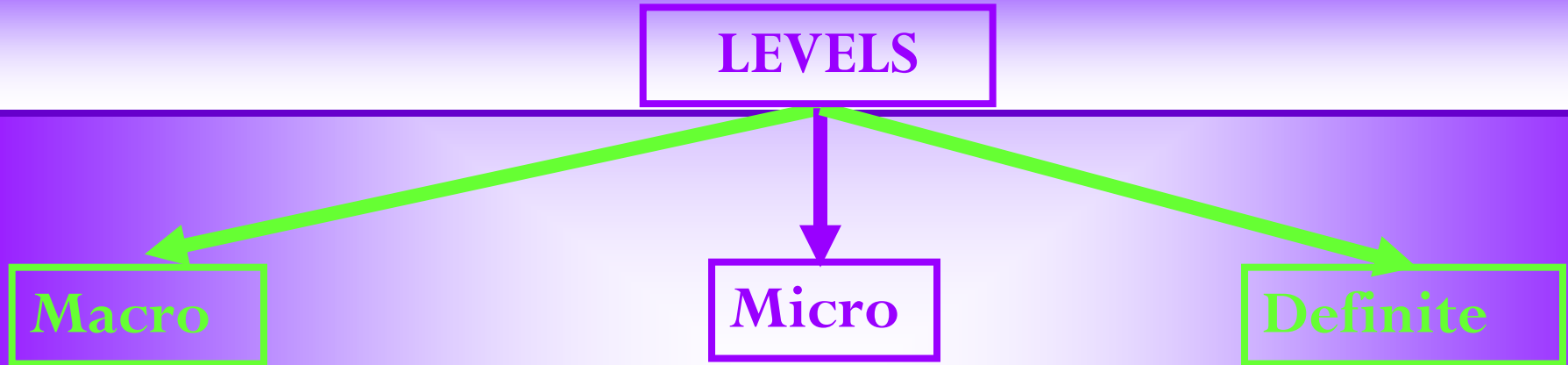
The answers are, teachers:

1. Directly apply curriculum in class
2. Responsible to develop curriculum in learning level
3. Directly face problems in curriculum implementation
4. Try to find solutions and apply the solutions to solve the problems

Teacher's Role in Curriculum Development in The Learning Level:

1. Analyze the objectives learning based on the formal curriculum
2. Develop evaluation tools based on the objectives
3. Formulate materials based on curriculum content
4. Create teaching learning activities that can deliver learning experiences to students.
5. Do what had been programmed

CURRICULUM DEVELOPMENT DESIGN



are general patterns/ models, mean whatever the patterns that applied in curriculum development, design can be implemented

CURRICULUM
COMPONENTS



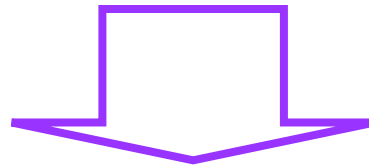
- Ⓞ Objectives
- Ⓞ Contents
- Ⓞ Methods/ Learning Process
- Ⓞ Evaluation

OBJECTIVES COMPONENTS

OBJECTIVES

aim/ direction that become the object from education implementation.

Objectives lead to what to be reach, or as the depictions of result of an activity.



Effort → activities / tools

Based on time, curriculum objectives, divided into:

1. *ultimate goal* : education general objectives that need very long time to reach it → School curriculum
2. *intermediate goal* : some of objectives to reach the ultimate goal that have narrower nature with shorter time → subject matter curriculum
3. *immediate goal* : objectives that have to be reached in very short time because of the urgent attainment → learning objectives



THE RELATIONSHIP AMONG OBJECTIVES LEVELS, CURRICULUM LEVELS, AND ATTAINMENT STEPS

ULTIMATE GOAL

INTERMEDIATE GOAL

SUBJECT MATTER
OBJECTIVES

SUBJECT MATTER
OBJECTIVES

SUBJECT MATTER
OBJECTIVES

IMMEDIATE GOAL

L	L	L	L
O	O	O	O

L	L	L	L
O	O	O	O

L	L	L	L
O	O	O	O

CONTENTS/ MATTERS



Learning experiences of students that get from school become the contents of curriculum.

This learning experiences are organized so everything that students get based on the objectives.

When determine the experiences that become the curriculum contents , sometimes the objectives become the content references, or conversely contents become objective references → based on the concept / curriculum design model, especially philosophy foundation that used.



KURIKULUM

INDONESIA

Before 1975 → *subject matter oriented curriculum* : the success of learning based on the finished delivered matter

1975 → *output oriented curriculum* : the success of learning based on the reached objectives

1984 and 1994 – 2004 → *process and output oriented curriculum* : the success of learning based on the reached objectives and the process to reach the determined objectives

Curriculum contents → concepts, theories, principles, laws > losing facts, however principles have a general characteristic → can be transferred in new situations/ applied in relevant situations.

The failure of curriculum implementation often occurs → curriculum contents only the facts of subject.

Example: student in learning chemistry → only learn steps of problem solving, not the principles.

METHODS/ LEARNING PROCESS

Curriculum forms → give colors to learning process in schools.

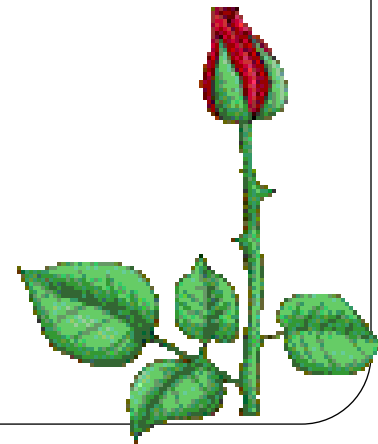
Example :

Child centered curriculum emphasize the learning process to create the personality → content roles is not too important, the prominent stuff is learning process that gives experience appropriate with the requirements, physic or mental, appropriate with talent and interest → *activity curriculum / experience curriculum.*

Activity curriculum → *students aren't* given contents of subjects, but doing activities related with daily life through project, they will get the meaningful experience for life.

Activity Curriculum

Emphasize in personal development → gives advantages, esp for kids, because they can deliver their talent and interest → actualization themselves, but will drag feet of technology, because neglect the knowledge



Subject center curriculum

**Education process lead to learn the subjects.
The questions that often appear:**

- 1. What are important to be learnt by students?**
- 2. Is all the knowledge has to be learnt? →
curriculum developer needs to consider the
subject that will be learnt by students.**



Advance in technology



Fast without border



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


BRUNER

If deeply observed, there are *basic ideas* possessed by each knowledge.

Basic ideas isn't developing too fast, that develope fastly is fact/ invention as the implement of that basic ideas.

Bruner (1960 : 23-26) called that basic ideas as **KNOWLEDGE STRUCTURE.**

Knowledge structure is important to be learnt, because:

-  **Understanding basic ideas make someone has comprehensive understanding about some fields.**
-  **Basic ideas are easy to remember in long time.**
-  **basic ideas can be tranfered to the wider situation.**
-  **Basic ideas can make a narrower gap between basic knowledge and wide knowledge.**

Continue ...

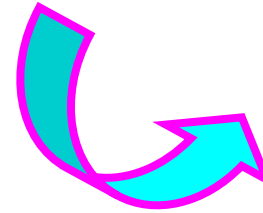
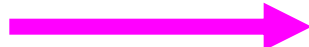
So, in learning process Bruner suggest to use discovery method.

Science and technology development → have big impact in education.

Science and technology concept and principle have applied in education field → the appearing of education technology.

Curriculum 2006 → apply technology, like using teaching machine, programmed instruction, module programme, computer assisted instruction – CAI.

Information
technology



Rapid information
and communication



Fast information to students

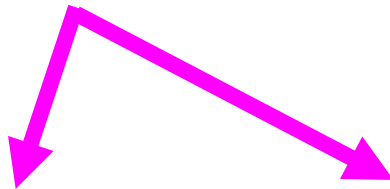


Fast information processing

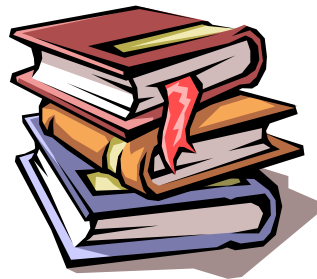


FAST LEARNING

Change the fuction of

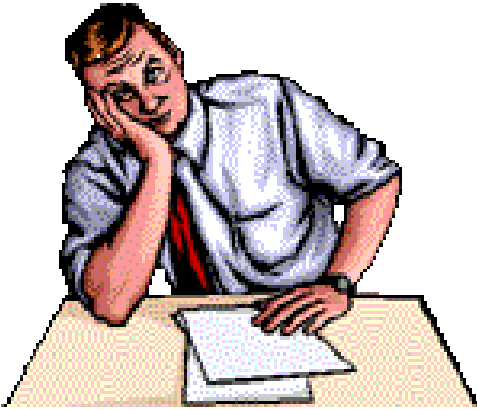


Library



Book

What are the signs of global era???



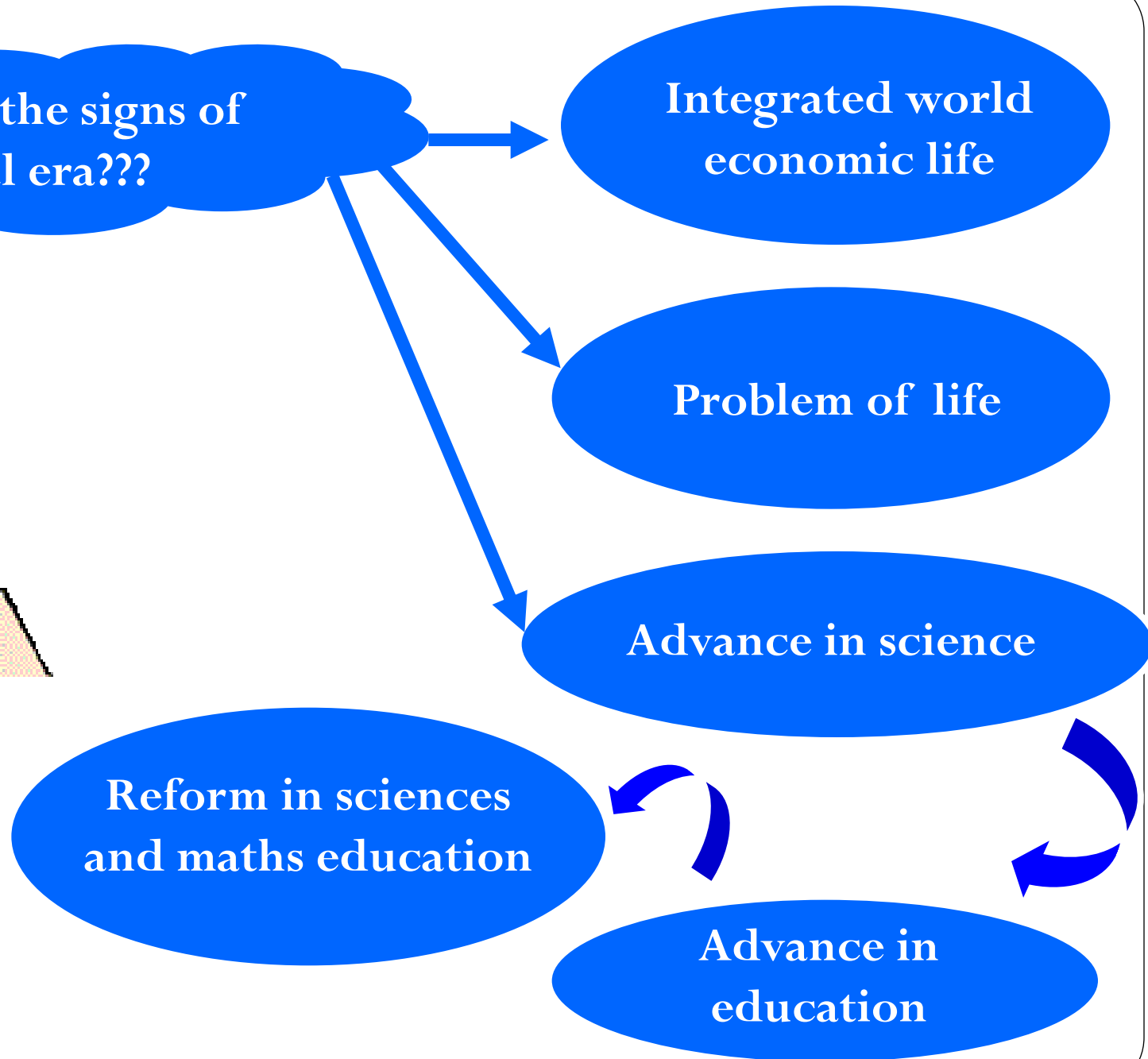
Integrated world economic life

Problem of life

Advance in science

Reform in sciences and maths education

Advance in education



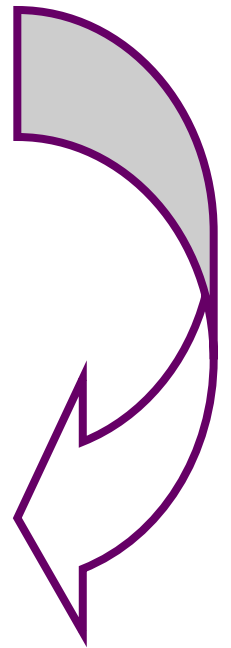
EVALUATION COMPONENTS



As guidelines are the objectives have been reached?

**To examine is the curriculum process move optimally/
not?**

Become the feedback → as basic of corrections



Curriculum evaluation has to do continuously. So, it must be determined what will be evaluated, with clear criteria.

Related with design curriculum → evaluation can be decided to reach two prime aims: product and process evaluation.

EVALUATION PRINCIPLES

**Refer to
the goal**

**Examine the
succes of
objectives
reach**

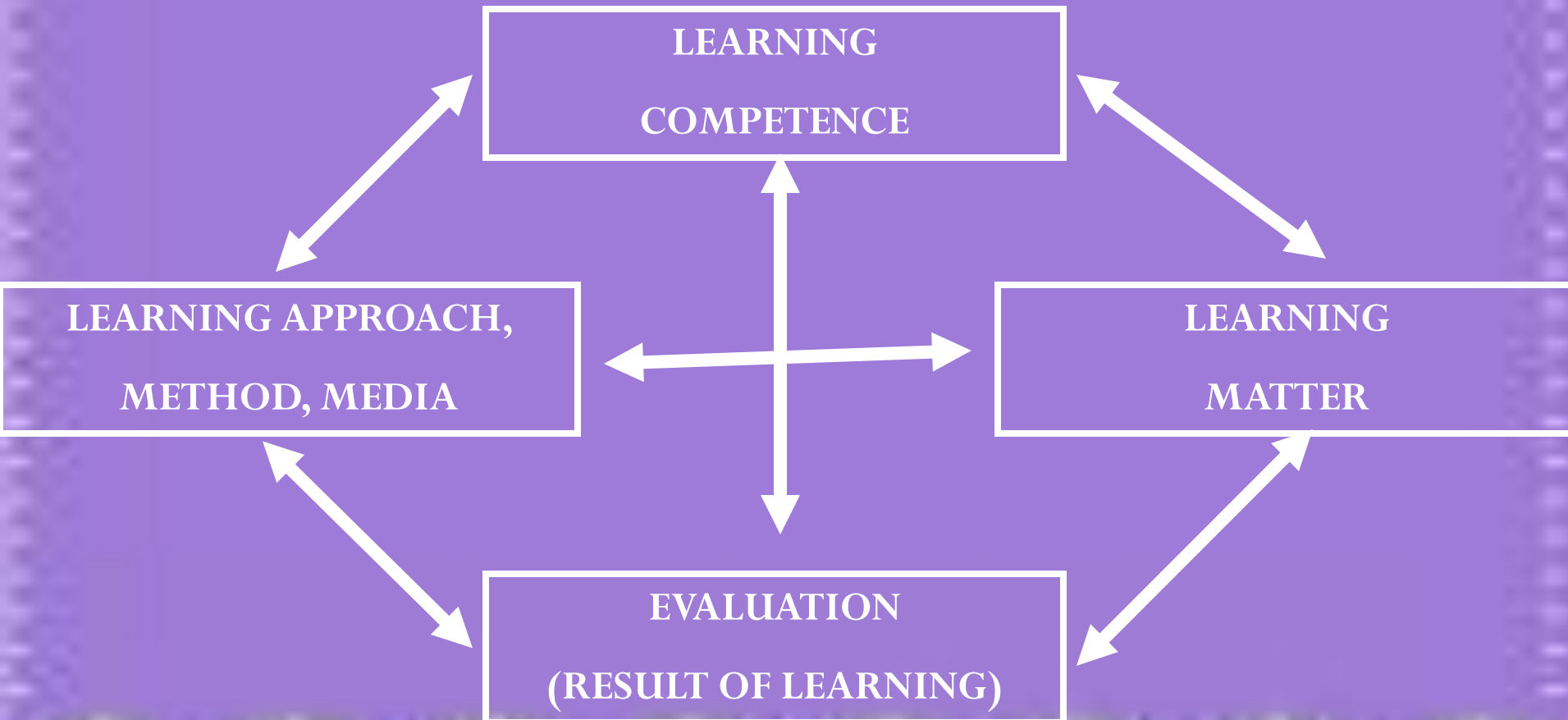
Comprehensive

Process and product

**Objektive, not
subjective**

**Based on the real
data → through
evaluation technics
and instruments →
depict the true
students
competence**

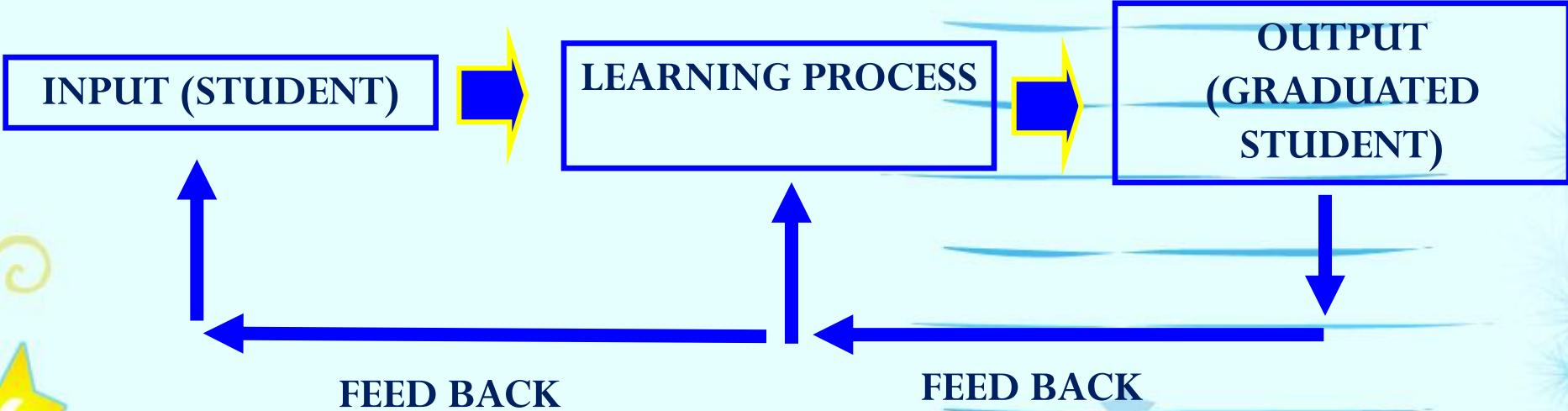
RELATIONSHIP AMONG COMPETENCE, MATTER, APPROACH, METHOD, MEDIA, AND EVALUATION



System Analysis in Developing Curriculum

- o Developing the curriculum needs a specific approach → one of the rational and effective way → system approach
- o In system approach, all of the elements in curriculum are deeply examined to find the relation and the dependence one each others
- o System: one unity from components that have relationship and works together to reach specific objectives that have been determined

Simple Frame of Learning System Analysis



Study in Learning System Analysis:

- o What will be reached?
- o Why is being the input?
- o What is the material that giving to the input?
- o How is the way to handle it?
- o What are the tools that needed?
- o How is the way to examine the output?
- o How is the way to improve the system?



Thank You!!! 😊