CURRICULUM DEVELOPMENT

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FOREWORD

In the ever-evolving landscape of education, the development of a comprehensive and forward-thinking curriculum is of utmost importance. A curriculum serves as the foundation upon which students build their knowledge, skills, and understanding of the world around them. It is a living document, constantly adapting to the needs of society and the ever-changing global context. This foreword aims to shed light on the significance of curriculum development, its various aspects, and the importance of continuous improvement in this vital aspect of education.

Curriculum development is a complex process that involves the collaboration of educators, policymakers, and experts from various fields. It requires a deep understanding of the learning objectives, the target audience, and the latest advancements in the field of education. A well-designed curriculum should not only cater to the cognitive development of students but also nurture their emotional, social, and creative facets.

The development process begins with a thorough analysis of the existing curriculum, identifying its strengths and weaknesses. This analysis helps in setting clear goals and objectives for the new curriculum, ensuring that it aligns with the national or institutional educational policies and standards. The next step involves a comprehensive review of the subject matter, incorporating the latest research, trends, and best practices from around the world.

One of the crucial aspects of curriculum development is ensuring that it is inclusive and caters to the diverse needs of the student population. This includes incorporating diverse perspectives, promoting cultural sensitivity, and fostering an inclusive learning environment. The curriculum should also be designed in a way that

encourages critical thinking, problem-solving, and lifelong learning skills, preparing students for the challenges of the 21st century.

Moreover, the curriculum development process should be an ongoing one, with regular evaluations and revisions to ensure its relevance and effectiveness. This involves gathering feedback from students, teachers, and other stakeholders, and using this information to make necessary improvements. Continuous professional development for educators is also essential to ensure that they are well-equipped to deliver the curriculum effectively.

In conclusion, curriculum development is a vital process that plays a pivotal role in shaping the future of our students and society as a whole. It requires a collaborative effort, constant evaluation, and a commitment to excellence. By fostering a culture of innovation and continuous improvement in curriculum development, we can ensure that our educational institutions remain at the forefront of providing quality education that empowers and inspires the next generation.

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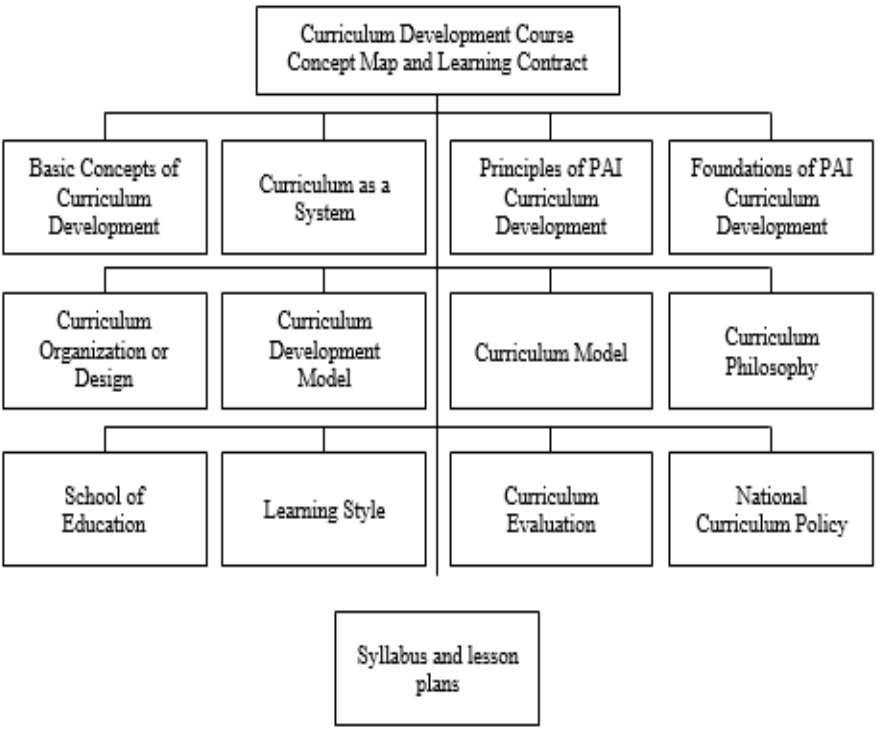
CHAPTER 1

CURRICULUM DEVELOPMENT COURSE CONCEPT MAP AND LEARNING CONTRACT



CHAPTER 2

BASIC CONCEPTS OF CURRICULUM DEVELOPMENT

In the world of education, the term curriculum seems to be a word that must be known by an educator in order to convey information in accordance with existing provisions. In the learning process activities, the curriculum is needed as a guide to set targets in the teaching and learning process. Because with the curriculum it will facilitate every teacher in the teaching and learning process, it is necessary to know what the meaning of the curriculum is. What is meant by the curriculum is an attempt to convey the principles and important features of a plan in such a form that teachers can implement in schools.

2.1 DEFINITION OF CURRICULUM DEVELOPMENT

The curriculum originally comes from the Greek language, namely curire which means runner and curere which means a racing ground. While in the Webster dictionary the definition of curriculum in the field of education appeared in 1955 which defines the curriculum as several subjects in school or courses in college, which must be taken to achieve a certain level or diploma. From this understanding some world leaders began to develop the concept of the definition of the curriculum.

According to John Dewey, the curriculum is a continuous reconstruction that describes the learning experience of students through the arrangement of a well-organized knowledge. Hilda Taba in her book Curicculum Development Theory and Practice which states that the curriculum is a statement of general and specific educational objectives and the material is selected and organized based on a certain

The functions of the curriculum can be divided into several groupings based on the parties related to the curriculum.

- For students, the function of the curriculum is as a means to measure self-ability and educational consumption. This is also related to the pursuit of targets that make students able to easily understand various materials or carry out the learning process every day with ease.
- As for educators or teachers, the function of the curriculum will be very useful in the application of teaching methods later. Educators or teachers will feel greatly helped by the existence of the curriculum, because they can teach by following the structure that has been made in the delivery of material and evaluation that will be done to students later. The function of the curriculum here can also be referred to as a work guide for educators or teachers.
- Parents are certainly one of the most important factors in their child's education. Therefore, the function of the curriculum is also very influential for parents of students. Parents are figures who must synergize with the school in character building and learning knowledge for students. Therefore, parents are required to know the curriculum used by their child's school. Because later parents must also guide and provide teaching to children in accordance with the applied curriculum.

2.3 DIMENSIONS OF THE CURRICULUM

The curriculum dimension includes:

1. A number of subjects or organization of knowledge.
2. Learning experiences or learning activities.
3. Learning program (plan for learning) for students.
4. Expected learning outcomes.

That the school contains lessons that are intended for students under the responsibility and protection of the school. However, through school, students can also get lessons that many do not plan. This is known as the hidden curriculum.

CHAPTER 3

CURRICULUM AS A SYSTEM

The curriculum is one of the components in the education system. Where the curriculum will provide direction and become a guide in the implementation of the educational process, especially in formal educational institutions. Without a curriculum, the educational process will not run well directed. Even if viewed from an extreme point of view we can say, if there is no curriculum then in schools there will be no educational process. Because what determines the activities of the educational process in the form of learning activities are all determined in the curriculum, of course with a number of adaftasi and variations.

3.1 DEFINITION OF CURRICULUM AS A SYSTEM

System derived from Latin(*systēma*) andGreek(*Sustēma*) is a unity consisting of component or element linked together for easy flowin formation material or energy to achieve a goal. There are many opinions about the sense and definition of the system explained by some experts. Here are the definitions and definitions of some experts' systems:

- Jogianto (2005: 2), System is a collection of elements that interact to achieve a certain goal. This system describes real events and entities, such as places, things and people that actually exist and occur.
- Indrajit (2001: 2), System is a collection of components that have elements of relationship with one another.
- Lani Sidharta (1995:9), System is the set of interconnected parts, which together achieve the same goals.

CHAPTER 4

PRINCIPLES OF PAI CURRICULUM DEVELOPMENT

The principles of PAI curriculum development are very important to ensure the effectiveness of learning and the achievement of religious education goals. Here are some relevant principles in PAI curriculum development:

4.1 GOAL-ORIENTED PRINCIPLES

The principle of developing a goal-oriented curriculum is a crucial aspect in ensuring that educational programs are effective and relevant to the needs of students. This principle emphasizes the importance of setting clear and specific curriculum objectives, which serve as a guide for the development of curriculum content, methods, and assessments. In the context of Islamic education, this principle is very important because it guarantees that the Curriculum is aligned with Islamic values and goals. The curriculum should be designed to achieve specific goals that are in line with Islamic values and principles, such as the development of spiritual, intellectual, and physical aspects of students. The principle of developing a goal-oriented curriculum is also supported by the concept. From "principle to purpose" in Islamic education, which emphasizes the importance of setting clear and specific goals for the curriculum. This principle is important to ensure that the curriculum is relevant and effective in achieving the objectives that have been set. In addition, the principle of goal-oriented curriculum development is also supported by the concept of "goal-oriented principles" in curriculum development for PAI (Islamic Religious

CHAPTER 5

CURRICULUM ORGANIZATION OR DESIGN

Curriculum development foundations are the basic principles, theories, and concepts that underlie educational program design and execution. These principles serve as the foundation for curriculum creation decisions, determining what is included in the curriculum, how it is structured, and the methods used to educate and assess pupils. There are four main foundations that must be used as the basis for any curriculum development, namely, philosophical foundations, psychological foundations, sociocultural foundations and science and technology foundations.

5.1 PHILOSOPHICAL FOUNDATION

The philosophical foundations of curriculum development are a crucial aspect of the educational process. They provide the framework for answering fundamental questions about the purpose of education, the importance of various subjects, how students should learn, and what materials and methods should be used.

Philosophy plays a vital role in shaping the curriculum by providing a set of values or criteria that guide all decision-making during the curriculum development process. It helps educators create curricula by setting priorities and provides a framework for organizing schools and classroom activities.

A. Philosophical Positions

There are several philosophical positions that have influenced curriculum development, including idealism, realism, pragmatism, existentialism, perennialism, essentialism, progressivism, and reconstructionism. Each of these positions reflects a different

CHAPTER 6

CURRICULUM ORGANIZATION OR DESIGN

6.1 DEFINITION OF CURRICULUM ORGANIZATION

Curriculum organization refers to the process of structuring and arranging the content and learning experiences within a curriculum to achieve specific educational goals. It involves selecting and organizing the curriculum elements, such as facts, ideas, and concepts, in a way that is meaningful and relevant to the learners, the subject matter, and the current social context.

The curriculum organization is a crucial aspect of the curriculum development process, as it determines how the learning materials are compiled and delivered to students. It is closely related to the educational program's objectives and is considered a technical process that involves several steps, including selecting important facts, ideas, and concepts from an individual and social perspective.

The curriculum organization is important because it helps to ensure that the learning experiences are effective in achieving the intended outcomes. It is a systematic arrangement of content and educational learning experiences that focuses on the structure and form of the curriculum.

There are different patterns or forms of curriculum organization, such as thematic units, crosscutting concepts, and disciplinary core ideas, which can be used to organize content independent of course design. These patterns can be used to provide choice and opportunity for school sites to allow their individuality, autonomy, and school identity to shine.

The curriculum organization has an important role to play in considering a curriculum, including curriculum resources and

CHAPTER 7

CURRICULUM DEVELOPMENT MODEL

Model curriculum development creates a standardized educational framework that guides instructors and institutions by detailing key topics, objectives, teaching methods, and assessments for specific courses.

The development process involves collaboration among educators, subject experts, curriculum specialists, and policymakers, following these steps:

1. Identifying Standards and Goals: Define the educational standards and learning goals the curriculum should meet.
2. Gathering Input: Collect insights from stakeholders like teachers, administrators, students, and industry professionals to tailor the curriculum to various needs.
3. Content Selection: Subject experts select relevant and important topics and concepts for the curriculum.
4. Designing Learning Experiences: Developers create engaging and effective learning activities, choose instructional materials, and integrate technology.
5. Assessment Design: Create assessments to evaluate students' learning and achievement of the curriculum goals.
6. Revision and Review: Continually update the curriculum based on stakeholder feedback, changes in standards, and new research.
7. Implementation: Implement the curriculum in educational settings, providing necessary training and support to teachers.
8. Evaluation: Regularly assess the curriculum's effectiveness in achieving its goals and make necessary adjustments.

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CURRICULUM DEVELOPMENT

This book provides a comprehensive overview of curriculum development concepts and practices. It begins with a foreword highlighting the importance of a well-designed curriculum in shaping students' knowledge, skills, and understanding.

The book covers the basic concepts of curriculum development, including definitions, functions, dimensions, and types of curricula. It discusses the curriculum as a system, emphasizing the interrelated components and their roles in achieving educational goals.

The principles of curriculum development for Islamic Religious Education (PAI) are outlined, such as goal-oriented, relevance, effectiveness, efficiency, continuity, flexibility, synchronization, and democratic principles. The philosophical, psychological, sociocultural, and scientific and technological foundations that underpin curriculum development are also explored.

The book delves into curriculum organization, design, and various curriculum models, including the Tyler, Taba, Alberty, Warwick, Beauchamp, and Roger models. It also covers curriculum models such as academic subject, humanistic, technological, and social reconstruction models.

Additionally, the book discusses curriculum philosophy, different schools of curriculum philosophy, and educational traditions. It explores learning styles, curriculum evaluation models, and the implementation process.

The book provides an overview of Indonesia's national curriculum policy, tracing the evolution of curricula from 1947 to the present, including the 2013 Curriculum (K13). Finally, it covers the principles, steps, and benefits of developing syllabi and lesson plans.

Overall, this book serves as a comprehensive resource for understanding the theoretical and practical aspects of curriculum development, catering to educators, policymakers, and anyone interested in the field of education.

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