COMPONENTS OF THE CURRICULUM

Nurhul Syadikin
Institut Agama Islam Sultan Muhammad Syafiuddin Sambas
Email : nurullsyadikin@gmail.com

Abstract
A curriculum in a broad sense is defined as a teaching program at an educational level. Whereas in the narrow sense, it is a subject for several hours of lessons. The curriculum design must fulfill two requirements, namely (1) conformity between the curriculum and the demands, needs, conditions, and development of society; (2) compatibility between curriculum components, namely the content according to the objectives, the process according to the content and objectives. The sources of making a curriculum consist of science, society, immortality and divinity, knowledge, and learners. The considerations that underlie the making of a curriculum design are scope, sequence, continuity, integration, articulation, and balance. The curriculum component consists of four elements, namely the objective component, the teaching material component, the strategy component, and the evaluation component.
Key words : Curriculum component, objective, material, strategy, evaluation.

INTRODUCTION

Education plays an important role in human resource development. That's why we continue to improve education. One of them is curriculum development. According to the 2003 Education System Law, the curriculum is defined as a set of plans and arrangements of goals, content and learning materials as well as methods used in the implementation of learning activities as guidelines for achieving certain educational goals. Improving education is not only about implementing the curriculum, but also developing it, which of course cannot be separated from the factors and aspects that influence it. The curriculum, student plans and goals as well as its implementation in the school environment use the curriculum as a reference so that it can shape students' learning experiences (Pradana, 2013: 65).

The curriculum is a series of steps aimed at students by educational institutions, which includes static or dynamic processes and competencies to be obtained. Because of the importance of the curriculum, the curriculum should have a strong foundation or foundation so that education is not easily shaken in the current situation. The background is the question of the person produced by

education itself. Therefore, it can be said that the curriculum is the core of school activities (Muhammedi, 2016: 68).

The unit-level curriculum in Indonesia is the latest functional curriculum developed and implemented in each study unit, which focuses on the potential, development, needs and interests of students. The curriculum is prepared for the community so that people are ready to compete in the future. In a competitive life, the quality demands of society are getting higher. Because the community believes that schools are able to face and anticipate various future challenges. In the scientific context, some schools try to implement different school curriculum concepts to improve the quality of teaching in their schools.

A curriculum can cover a very broad scope, namely the curriculum of a level of education, and can also cover a very narrow scope, for example the curriculum of several departments. The curriculum must have applicability or relevance which includes two things, namely first, the suitability of the curriculum to the demands, needs, conditions and development of society. Second, the suitability of the parts of the curriculum, i.e. content according to objectives, process according to content and objectives. The assessment programme must also be consistent with the process, content and objectives of the curriculum. This article describes the components of the curriculum which include curriculum objectives, learning materials, strategies, and assessment.

RESEARCH METHOD

This article uses a method in the form of a theoretical study of curriculum development components. Theory is an explanation of social events or phenomena that form variables that are systematically linked with various definitions, constructions, concepts, assumptions and relationships. Theory includes several things, namely; 1) The related concepts are arranged into one sentence. 2) Determination of the relationship between concepts systematically to explain the phenomenon. 3) We learn what concepts are related to certain concepts to explain certain phenomena. The theories presented in this article are theories about curriculum and its developers, as well as theories about curriculum development approaches, learning and curriculum development evaluation. These theories are summarised and common ground is sought to discuss the components of curriculum development.

RESULTS AND DISCUSSION

Curriculum planning means planning some part or parts or elements of the curriculum. Some of these are: (1) goals and objectives, (2) subject matter, (3) teaching methods (methods and organisation), and (4) evaluation (Ornstein, 1988: 232).

The curriculum is a system in which certain parts are interconnected. The curriculum is a tool or instrument to educate students (Saridudin, 2021). Based on several existing references, training components can be divided into four parts, namely the goal component, material component, strategy component, and evaluation component. In the world of education, defining objectives, materials, strategies and assessment components in a comprehensive and integrated manner is a very important educational process. This is because education is a conscious and planned effort to help students develop into a whole person, not just intellectual development. Education should also develop students towards spiritual, moral, emotional and social maturity. The scientific perspective plays a very important role in education, especially not only to know the universe, but also to know oneself as a person who performs the pilgrimage.

Objective Component

National education goals

The goal of national education is the long-term general education goal, the ideal education goal of the Indonesian nation. At a macro level, the goal of national education is to form educational organisations that are independent and capable of implementing innovations towards institutions using ethical, rational, positively socialised and resilient human resources. On a micro level, the goal of national education is to form human beings who have faith and devotion to God.

Institutional goals.

Institutional goals related to the goals of educational institutions (schools) are the educational goals of educational institutions. In other words, institutional goals are the goals that every educational institution must achieve. Higher education goals are the qualifications that each student must have after completing or completing a programme at a particular educational institution.

Curricular Objectives

Curriculum objectives are the goals achieved by the curriculum or each subject or subject. These objectives can be interpreted as qualifications that

students should have after completing certain subjects in certain educational institutions. Curriculum objectives must be able to support the achievement of institutional goals and be orientated towards these goals. These objectives are reflected in the content of each subject that students must master in each learning unit.

Teaching Material Components

Curriculum materials are essentially curriculum content that is developed and organised according to the following principles: 1) Curriculum material as a curriculum consists of curriculum material or lesson topics that students can learn in the learning process. 2) Refers to the achievement of the objectives of each learning unit. 3) The materials or activities applied are all aimed at achieving achievable goals. In a broader level, namely to achieve national education goals.

Curriculum content / material is essentially all activities and experiences that are developed and organised to achieve educational goals. In general, the content of the curriculum can be grouped into: 1) Logic, namely knowledge of good and bad based on scientific methods. 2) Ethics is the knowledge of good and evil, values and morals. 3) Aesthetics, the knowledge of beautiful and ugly, which has artistic value.

We understand that the curriculum is dynamic. This means that curriculum planning that is determined and implemented must always be adjusted to the development and needs of current students. The development of curriculum materials should be based on the following principles; 1) Contains learning materials that students can learn while learning. 2) Targeted, according to the hierarchy of educational objectives.

According to the level of curriculum objectives, curriculum materials contain certain aspects which include theories, concepts, generalisations, principles, procedures, facts, terms, examples or illustrations, definitions and introductions. The criteria for selecting the content of teaching materials must fulfil several things, including (Taba, 1962: 267): 1) The material must be valid and meaningful, that is, describe the information clearly and correctly. 2) Social and cultural realities so that children can better understand them. 3) The material must have a balance between width and depth. 4) The material should cover several different uses. 5) Appropriate to the skills and experience of the students. The material should meet the needs and interests of the students.

Components of Learning Methods, Strategies and Models

The strategic component is a component that plays a very important role in curriculum implementation. Some terms that need to be understood in relation to this component are approaches, strategies, models and learning methods.

Learning is an attempt to approach the meaning of learning through a particular perspective; or applying certain perspectives and perspectives to understand the meaning of learning. Different approaches to understanding the meaning of learning are: philosophical approach, psychological approach, and systematic approach. Constructivism views learning as an activity that allows students to create their own knowledge. Learning is not a teacher's activity to impart knowledge to students.

Constructivism calls for student-centred, problem-centred, activity-centred, interdisciplinary (integrated) and context-based learning. The existentialist view argues that learning is the activity of a teacher who follows students (learning) based on their interests, abilities and needs to gain self-awareness and develop a successful commitment to something important and meaningful to their existence.

In Roy Kille's book, Wina Sanjaya (2011) says that there are two approaches to learning, namely a teacher-centred approach and a student-centred approach. The teacher-centred approach minimises direct teaching, deductive learning, or expository learning, while the student-centred approach minimises discovery and inquiry strategies and inductive learning strategies.

According to Rowntree (1974), seen from the packaging of the material and the way students learn the material, learning strategies can be divided into: presentation strategies and discovery learning strategies, as well as group and individual learning strategies. In discovery learning, learning materials are not packaged in a ready-made form, but students are required to be fully active, search and collect information, compare, analyse, and so on. A widely used method is problem solving. Group strategy is when students learn together in groups, studying the same material under the guidance of the same teacher, regardless of differences in ability, interest and talent. Individualised learning, on the other hand, is learning that takes into account students' basic abilities, learning speed and interests.

A learning strategy is a general plan of interaction between students, teachers and other learning resources in a learning environment to achieve certain educational goals.

Evaluation Components

Evaluation is one part of the curriculum that is used to see the effectiveness of achieving goals. Evaluation can work together with the curriculum to find out whether or not the goals that have been set are achieved. It is also used as feedback to improve the strategy. Assessment provides accurate information about the implementation of learning, the success of students, teachers and the learning process. Based on the results of the assessment, decisions can be made about the curriculum itself, learning, difficulties and guidance needed. Curriculum evaluation is the last stage in the curriculum development process (Saridudin, 2020).

In a narrow sense, the purpose of curriculum evaluation is to examine the level of achievement of educational objectives implemented by the curriculum in question). Whether or not the scope of curriculum evaluation is actually determined by the purpose of curriculum evaluation. Whether the purpose of the evaluation is to evaluate the entire curriculum system or only certain parts of the curriculum system, one of the most important parts of the curriculum to evaluate is the process and learning outcomes of students. Hamalik (2008: 191) adds in his book that evaluation is a process of interaction, description and evaluation whose purpose is to determine the nature and value of the thing being evaluated, in this case the curriculum.

From the above opinions it can be concluded that curriculum evaluation should include: 1) Assessing the achievement of curriculum objectives that have been set previously. 2) How the methods used in the curriculum are effective or not so that they can encourage the achievement of goals. 3) To see the impact of the curriculum on student achievement and attitudes, whether progress and development are good or bad.

CONCLUSION

The curriculum in a broad sense is the curriculum of the education level; while in a narrow sense it is only a matter of a few hours. The preparation of the curriculum must fulfil two conditions, namely (1) the suitability of the curriculum with the demands, needs, conditions and development of society; (2) the suitability of the parts of the curriculum to one another, namely the content in accordance with the objectives, the process in accordance with the content and objectives. The sources of curriculum creation are science, society, eternity and

divinity, science and learners. The fundamental aspects of curriculum design are scope, sequence, continuity, integration, articulation and balance.

The curriculum component consists of 4 (four) elements, namely the goal component, the learning material component, the strategy component, and the assessment component. The goal component refers to the direction or expected results, so that the entire learning process is focused on achieving these goals. In Indonesia, there are 4 (four) interrelated educational goals, namely national education goals, institutional and curriculum goals, learning goals and objectives. The curriculum component is essentially the content of the curriculum which is prepared and developed according to current principles. In general, curriculum content must fulfil the logical, ethical and aesthetic dimensions. Curriculum content must fulfil the principles of competence and relevance, be relevant, balanced, cover a wide range of objectives and be in accordance with the abilities and experiences of students.

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