

## Curriculum Development, Guidance, and Innovation in Schools

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### Article History:

Received: 20-05-2023

Accepted: 26-05-2023

Publication: 26-05-2023

### Cite this article as:

Ulum, M. ., & Mun'im, A. (2023). Curriculum Development, Guidance, and Innovation in Schools. *Journal of Islamic Education*, 1(1), 50–60.

Retrieved from

<https://sunanbonang.org/index.php/arif/article/view/85>

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**Abstract:** *The purpose of this research is to explain the purpose of developing, fostering and innovating curriculum. Want to explain the renewal of the school curriculum and the impact of curriculum reform in schools. The research method used is library research starting from collecting research materials to analysis. The results of the research Curriculum development and development activities are activities that alternate or can be said as one cycle, after the development activities are completed, they are continued with coaching activities. Renewal does not by itself bring improvement even though it is intended to improve / improve quality. This depends on the implementation and assessment of the value system is determined. Every curriculum change must have a clear philosophy that underlies it, it also needs intensive outreach to the community*

**Keywords :** *Development, Innovation, curriculum, learning*

### Introduction

The word curriculum is familiar to educators (teaching staff) and education staff (non-teaching staff), because they are involved with curriculum activities in schools every day. Even so, it is not wrong if the word curriculum is not definitively known both in terms of language and in terms of terms according to education experts. This will further increase our knowledge. In addition, the curriculum is one of the main components of the implementation of the learning and education process in schools. The term curriculum was first coined in Scotland in the early 1820s, and the term was used in a modern way in the United States a century later. The term curriculum according to Webster's Third New International Dictionary states that the word curriculum comes from the Latin "currere" in the form of a verb to run which means to run fast, in a hurry or undergo.

Curriculum is the process of learning a person through long experience or lifelong education. However, most experts are of the opinion that the meaning of the last curriculum is a competition that starts from the start and ends with a finish which is identical to the learning process, namely the learning process that starts from planning, the process reaches the

evaluation, namely the achievement of curriculum targets or goals. So on this basis the term curriculum is used in the world of education. Initially, the curriculum was defined as a subject or subjects or *al Maaddah*. According to the Team of Diactive Methodist Subjects at IKIP Surabaya (1981) "Curriculum is a specific lesson given by a school or college that is intended to reach a level or diploma. Others define curriculum as "a number of subjects or training provided as a product or education" (Wiles & Bondi, 1989). Meanwhile, William B. Ragan (1966) argued "Traditionally, the curriculum has meant the subject taught in school, or course of study". In contrast to that, Hilda Taba (1962) suggests that the curriculum is a plan for learning (lesson plan). So that the current term curriculum is equated with teaching guidelines, syllabus or textbooks which are defined as courses.

In addition, experts interpret the word curriculum as a learning plan that functions as a guide in carrying out the teaching and learning process in schools. The curriculum contains planning of activities to be carried out during the teaching and learning process, the position of the curriculum as seen as instructional guidance, as well as an anticipatory tool, namely a tool that can predict the curriculum targets to be achieved at the end of learning. From some of the opinions above, it can be seen that the curriculum is defined as subjects or a number of fields of study that must be taken and mastered by students intellectually (cognitively) to go to class or to get a diploma (graduate). And as a lesson plan (lesson plan) for teachers. Moving on from this definition, it appears that in the learning process children are forced cognitively to capture in the sense of memorizing all the information conveyed, so that other aspects such as: biological aspects, sociological aspects and psychological aspects are neglected. John F. Kerr (1966) defines the curriculum as learning can take place anywhere, as long as the learning is planned and facilitated by the teacher. Oliver (1977) curriculum is an educational program in schools with a focus on (1) study program elements, (2) experience elements, (3) service elements, and (4) hidden curriculum elements.

Saylor J. Gallen & William N Alexander (1958) in their book entitled "Curriculum Planning for Better Teaching and Learning" suggests the meaning of curriculum is: "Sum total of the school efforts to influence learning whether in classroom, playground or out of school". Meanwhile William B. Ragan (1966) stated: "all the experiences of the children for which the school accepts responsibility."

The curriculum according to Law Number 20 of 2003 Article 1 Paragraph (19) is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. The curriculum according to the Republic of Indonesia Law, is not just a plan, but it consists of several components, such as; components of objectives, content and learning materials that are used as guidelines in learning. Based on some of the definitions put forward by the experts above, it can be concluded that the so-called school curriculum is broadly the whole experience of students both in class in the sense of being scheduled, outside of class (such as in the yard, in the practice room, in the laboratory or library). and outside of school (such as tourist visits, museums or other places) that have a mission and learning objectives, these programs are under the responsibility of the school. From the description above the author wants to explain the purpose of curriculum development, coaching and innovation. Want to explain the renewal of the school curriculum and the impact of curriculum reform in schools.

### **Methodology**

The research method used is library research, namely a series of activities related to library data collection methods. The steps that must be taken start from collecting research materials. The material collected is in the form of empirical data information sourced from books, journals, results of official and scientific research reports and other literature that supports the theme of this research. Making research notes, processing research notes and then processing or analyzing them

### **Results and Discussion**

#### **Curriculum Development, Guidance, and Innovation**

According to Hendyat Soetopo and Wasty Soemanto (1982), the term development refers to an activity to produce a new tool or method, during which activities evaluation and improvement of the tool or method are continuously carried out. In everyday life we can meet many development results, such as: cooking equipment, room cleaning equipment and so on, even people who open empty areas into housing can be called developers, meaning that what was not there before has become existing and meaningful. so it is called development in the general sense.

The definition of development above, when linked to the curriculum, then becomes curriculum development, which has several activities, namely:

- a. Developing a new curriculum
- b. Carrying out the new curriculum in schools on a limited basis accompanied by intensive assessments, or such as trying out the new curriculum.
- c. Improve certain components in the curriculum based on the results of the assessment

The term curriculum development comes from curriculum development which means a total or substantial transition regarding several components contained in a curriculum. and in a long time, the results of the analysis of the applicable curriculum ranged from 7 to 10 years. Since the New Order (1966) until now (2013) there have been 7 (seven) changes or changes to the curriculum, namely:

- a. The 1968 curriculum, which contains material in the form of Separate Subject Curriculum or curriculum in the form of subjects.
- b. The 1975 curriculum, this curriculum is still in the form of separate subjects, but already has a system approach known as the PPSI (Instructional System Development Procedure) approach, the curriculum document is in the form of a matrix, is centralized (fully given by government).
- c. The 1984 curriculum, this curriculum has been in the form of correlation and broad field subjects, the learning approach uses CBSA which is the adoption of the Student Active Learning (SAL) system. Originally the content of this curriculum was centralized, but in 1987 there was an improvement or the so-called Saplement Curriculum 1984, namely the existence of a local content curriculum (moluk), here moluk material does not stand alone instead it is an integral part of the national curriculum.
- d. In the 1994 curriculum, this curriculum was in the form of correlation and broad field subjects while the format of the curriculum was in the form of narrative, the contents of the curriculum consisted of 80% of the core content or national curriculum and 20% of the local content curriculum. In this curriculum, local content stands alone as a complete subject. This curriculum is based on RI Law No. 2 of 1989 concerning the National education system. In 1999 this curriculum was refined with career development.
- e. KBK or Curriculum 2004
- f. KTSP (Educational Unit Level Curriculum) 2006
- g. Curriculum 2013.
- h. Freedom Curriculum

According to Hendyat Soetopo and Wasty Soemanto, coaching refers to an activity to maintain and improve what already exists. Meanwhile, Dr. Subandijah stated that coaching is an activity to maintain and improve the implementation of the existing curriculum with the aim of achieving better results. If likened to a house, the coaching activities include; the activities of caring for, beautifying and repairing anything that starts to break down so that the house looks beautiful and comfortable to live in and can last a long time. Coaching is linked to the curriculum, so it becomes curriculum development whose activities are as follows:

- a. Implement the curriculum as well as possible.

- b. Completing the learning tools both in terms of quantity (quantity) and in terms of quality (quality).
- c. Improving teacher skills both in terms of teacher administration as well as in terms of learning methods and evaluation systems.
- d. Complete the practice rooms needed to improve student skills

The senior synonyms for curriculum development are curriculum improvement and curriculum building, namely partial changes (parts) and in a short period of time a maximum of 6 months to 2 years. In developing the curriculum, control and evaluation activities are carried out continuously to perfect the ongoing curriculum

According to the Longman Dictionary, the word innovation comes from English, namely Innovation, which has two meanings, one that means invention and one that means discovery. The word invention means an invention of something (object, tool or method) that is completely new either intentionally through research, experimentation or can be unnoticed, meaning that something has never existed. Examples of the invention of the incandescent lamp (electricity) by Thomas Alfaedi Son, the steam engine was invented by James Watt. And others. An unwitting or unintentional discovery is the discovery of anti-malarial quinine. Namely that which was found accidentally by someone who was lost in the forest in the past, he was in a state of fever, maybe he got malaria due to being bitten by a mosquito, as soon as he walked to find a lake where the water was a bit cloudy, because he was very thirsty he drank the water which tasted quite bitter , after that he sat leaning against a big tree not far from the lake then fell asleep, after waking up from his sleep he recovered, then he remembered that before going to sleep he drank water from the lake, he returned to the lake while paying attention to the contents of the lake, apparently there was a stick tree submerged in the lake, the tree is a quinine tree

While the word discovery means the discovery of an object, tool or method, something that actually already exists but is not well known or understood or the concept could be outdated. So the second meaning of innovation is in the form of modification, adaptation or adoption of old theories or concepts that have been deemed not in accordance with the current situation. So that the last meaning is synonymous with reform or reform, namely reforming old theories or concepts according to the current situation and conditions.

In changing a curriculum, curriculum development and coaching activities are activities that alternate or can be said as one cycle, after the development activities are completed, they are continued with coaching activities. Innovation can be included in development, it can also be included in curriculum development activities, it can be in the form of invention or in the form of discovery. It can be argued that curriculum development activities with coaching activities are reciprocal activities or

cycles with one another always rotating and influencing each other, while innovation activities enter both activities.

### **Curriculum Renewal**

Renewal, which is commonly called innovation, reminds us of the terms invention and discovery. Before we discuss the meaning of curriculum renewal, it is better if we first know the meaning of invention and discovery to help understand the meaning of renewal.

Invention is the discovery of something completely new, then carried out with new forms of creation. In this regard, Ibrahim (1989) cited by Nasution (1990) states that innovation is an invention that can be in the form of an idea, item, event, method that is observed as something (object) that actually already exists but was previously unknown to people.

Renewal does not always find or create something new, but can be an adjustment to what is commonly done or the development of an existing form to lead to a better direction and this is what is known as discovery.

So curriculum renewal is a new curriculum idea/practice by using potential parts of the curriculum with the aim of solving problems or achieving certain goals. Renewal does not by itself bring improvement even though it is intended to improve / improve quality. This depends on the implementation and assessment of the value system is determined

Renewal of the curriculum needs to be done considering that the curriculum as a tool to achieve goals must adapt to the development of society which is always changing and ongoing. Curriculum renewal usually starts with a fundamental conceptual change followed by a structural change. Renewal is said to be partial if it only occurs in certain components, for example only in the purpose, only the content, only the method, or only the scoring system. Curriculum renewal is comprehensive if it includes changes to all curriculum components.

According to Sudjana (1993) in general, structural changes in the curriculum involve curriculum components, namely:

a. Change in goals

This change is based on the people's view of life and the philosophy of the nation. Without clear goals, it will not bring about significant changes, and there is no indication of where education is directed.

b. Changes in content and structure

This change reviews the structure of the subjects given to students including the content of each subject. These changes may concern the content of subjects, children's learning activities, experiences that must be given to children, as well as the organization or approach of these

subjects. Is it taught separately (subject matter curriculum), does it prioritize children's activities and experiences (activity curriculum) or is an interdisciplinary approach (correlated curriculum) carried out or is the proportion of each type considered; which includes general education, vocational education, academic education and others.

c. Changes in curriculum strategy

This change concerns the implementation of the curriculum itself which includes changes to teaching and learning theory, changes to the administration system, guidance and counseling, changes to the learning outcomes assessment system.

d. Changes in curriculum facilities

This change concerns manpower both in terms of quality and quantity, as well as material facilities in the form of school equipment such as laboratories, libraries, teaching aids and others.

d. Changes in the curriculum evaluation system

This change concerns the most appropriate method/way to measure/assess the extent to which the curriculum is effective and efficient, relevant and productivity to the learning program as a system of curriculum.

Humans are creative creatures, want to find and discover new things, sometimes dissatisfied with something they are used to doing. With something new, it is hoped that it can break away from boring routine habits and can provide new enthusiasm in carrying out activities. Education also demands a change, if there is social change. Social change in a country will require changes in education, especially updating the curriculum to prepare personnel in accordance with these changes, for example changing from an agrarian country to an industrial country. As has been described in the definition of curriculum renewal, it is stated that the purpose of curriculum renewal is to solve problems or to achieve certain goals. According to Zahara Ideris (1982) cited by

Subandijah (1993) suggests the problems that demand educational and curriculum innovation in Indonesia are as follows:

- a. The development of science that produces technology that influences social, economic, political, educational and cultural life.
- b. The rate of population explosion was quite rapid, which caused an imbalance in the capacity of space and educational facilities.
- c. The perceived quality of education is decreasing, which has not been able to keep up with the development of science and technology.
- d. There is a lack of relevance between educational programs and the needs of developing communities

e. Effective organizational tools have not yet been developed and a fertile atmosphere has not yet been developed in society to carry out the changes required by current and future conditions.

Curriculum renewal aims to improve and keep the curriculum up to date and in accordance with the needs of various parties (students, parents, community, region, and the user), but not infrequently it has a large temporary impact on the implementation of the curriculum in schools. There are many things that must be prepared in the event of a curriculum renewal. Such as the need for socialization, seminars, orientation, and workshops on the new curriculum. Not to mention in terms of other supporting facilities and infrastructure.

### **Impact of Curriculum Development**

Efforts to renew the curriculum are carried out with the aim of finding an appropriate curriculum model to meet the needs and demands of society which are constantly changing and continuously developing. Implementing the reform involves various factors, whether the factors of people involved in education such as teachers, school principals, supervisors and school supervisors. Students, parents of students, educational administration staff (schools) and other parties involved as well as supporting factors in education such as libraries, textbooks/textbooks, laboratories and others.

In general, the impact arising from the enactment of the new curriculum depends on the level or magnitude of the change. The consequences of these changes include:

1. Teachers are required to improve their abilities/competencies in carrying out their duties. The teacher's participation in curriculum renewal is very large because the teacher is the main executor in implementing the curriculum. The teacher's belief in reform must be instilled so that it can generate confidence and a willingness to carry out the reform.
2. School Principals, Supervisors and School Supervisors They must be able to provide encouragement, guidance and assistance to teachers in carrying out these reforms as well as to supervise and evaluate the implementation of these reforms; Is it in accordance with the guidelines set, are there any obstacles.
3. School administrative personnel are required to have the ability to formulate and carry out school administration, especially the new teaching administration. In carrying out the new administration there will be a lameness because the ability of the school administration staff cannot be immediately adapted to the desired pattern in the new curriculum, of course, guidance is needed for the school's administrative staff.
4. Other Parties Involved Other parties involved are asked for their attention and cooperation in the implementation of curriculum renewal:



5. To the parents of students, they must be given an explanation of what the curriculum is, the curriculum used and how it is implemented and what participation is expected of them.
6. To users of graduates, they are asked to assess and provide advice to schools and related agencies whether the program implemented is in accordance with the needs of these graduate users.
7. Subject content/material will undergo adjustments either additions or changes, this requires the provision of manuals, textbooks that are in accordance with the content and structure of the subject to support the implementation of curriculum renewal. In large-scale changes in the structure of subjects in Indonesia, there has been a change in the 1968 curriculum to the 1975 curriculum, then the 1984 curriculum to the 1994 curriculum, namely the existence of a local content curriculum. And now the 2003 Curriculum is a Competency-Based Curriculum or what is known as KBK.
8. The relationship between teachers and students can change, in a curriculum with a separated subject matter pattern that places more emphasis on mastery of knowledge, children are less active in the teaching and learning process, but it is the teacher who has the most role. In contrast to the activity curriculum or experiment of curriculum which places more emphasis on problem solving methods which demand more active children.
9. Curriculum changes also require the provision of facilities and infrastructure that support the implementation of these reforms such as learning tools: globes, OHPs, films, radio, computers and other multi-media devices, art and practice spaces, complete libraries and laboratories. In providing this, of course, requires a lot of money and a long time.
10. In the event that there will be a change in the evaluation system both for evaluating the success of implementing the curriculum as a whole as well as the learning success assessment system at school or in the classroom. Every change in the evaluation system has an impact on the form of the report card, how it is filled out, and the techniques used in the evaluation

The renewal of the curriculum at its initial stage raised suspicion from the public, perhaps because they were worried about the success of implementing the reform. To what extent can these changes improve the quality or quality of education for their children? There are even some people who think that changing the curriculum is only for the benefit of a few people to get projects, such as the procurement of textbooks, educational tools and other supporting facilities. Therefore, every curriculum change must have a clear underlying philosophy, it also needs intensive outreach to the community. This is prepared so that changes to the curriculum do not cause counter-productivity to the implementation of the new curriculum later

## Conclusion

1. Curriculum development and coaching activities are activities that alternate or can be said as one cycle, after the development activities are completed, they are continued with coaching activities. Innovation can be included in development, it can also be included in curriculum development activities, it can be in the form of invention or in the form of discovery.
2. Curriculum renewal is an idea/practice of a new curriculum using potential parts of the curriculum with the aim of solving problems or achieving certain goals. Renewal does not by itself bring improvement even though it is intended to improve / improve quality. This depends on the implementation and assessment of the value system is determined
3. Some people think that changing the curriculum is only for the benefit of a few people to get projects, such as procuring textbooks, educational tools and other supporting facilities. Therefore, every curriculum change must have a clear underlying philosophy, it also needs intensive outreach to the community. This is prepared so that changes to the curriculum do not cause counter-productivity to the implementation of the new curriculum later

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