



Educational Curriculum Concept; Interpretation for Teachers in Designing Learning and Achieving Goals

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ABSTRAK

Pendidikan merupakan bagian yang tidak terpisahkan dalam kehidupan masa kini, bahkan di era globalisasi ini tingkat pendidikan mempengaruhi daya saing baik perseorangan maupun daya saing bangsa di internasional. Maka dari itu salah satu instrumen penting dalam menunjang proses pembelajaran agar terpadu dan merata ialah dengan menerapkan kurikulum yang sama. Tujuan penelitian ini adalah untuk menganalisis dan mendeskripsikan konsep kurikulum pendidikan. Metode penelitian ini adalah penelitian kepustakaan, Pengumpulan data dilakukan dengan mencari atau meneliti beberapa buku, jurnal dan dokumen baik dalam format cetak maupun elektronik, serta informasi atau sumber data lain yang relevan dengan kajian atau penelitian. Hasil penelitian ini dapat diuraikan bahwa Konsep kurikulum berkembang seiring dengan perkembangan teori dan praktik pendidikan, Kurikulum dalam pendidikan merupakan inti pendidikan dan menjadi ciri sekolah sebagai lembaga yang bergerak di bidang jasa pendidikan. Konsep kurikulum terdiri dari 5 konsep yaitu; (a) Konsep kurikulum mata pelajaran akademik, (b) Konsep kurikulum proses pengembangan kognitif, (c) Konsep rekonstruksi kurikulum, (d) Konsep kurikulum humanistik, (e) Konsep kurikulum teknologi.

Kata Kunci: Konsep Kurikulum, Pendidikan.

ABSTRACT

Education is an inseparable part of today's life, even in this era of globalization, the level of education influences both individual and national competitiveness internationally. Therefore, one of the important instruments in supporting the learning process so that it is integrated and evenly distributed is by implementing the same curriculum. The aim of this research is to analyze and describe the concept of educational curriculum. This research method is library research. Data collection is carried out by searching or examining several books, journals and documents in both printed and electronic formats, as well as information or other data sources that are relevant to the study or research. The results of this research can be explained that the concept of curriculum develops along with the development of educational theory and practice. Curriculum in education is the core of education and characterizes schools as institutions operating in the field of educational services. The curriculum concept consists of 5 concepts, namely; (a) Concept of academic subject curriculum, (b) Concept of cognitive development process curriculum, (c) Concept of curriculum reconstruction, (d) Concept of humanistic curriculum, (e) Concept of technology curriculum.

Keywords: Curriculum Concept, Education

INTRODUCTION

Education is an integral part of today's life, even in this era of globalization, the level of education affects both individual competitiveness and the nation's competitiveness in the international arena. Learning is the essence of education, the teaching and learning process by making teachers and students as the main components is not bound by time and place. Humans need education in their lives because with education humans can develop their potential and personality through the learning process that is lived or in other ways that have been recognized in society. (Nurmadiyah, 2014) In addition, education is not only a transfer of knowledge between educators and students but also a process in shaping the character of students. Therefore, education is dynamic because it continues to undergo changes to adapt to space and time and character to adapt to the needs of society and globally. (Mudana, 2019).

Therefore, one of the important instruments in supporting the learning process to be integrated and equitable is by implementing the same curriculum. Speaking of curriculum, our own nation Indonesia has undergone many curriculum changes not only in substance but also in terms adapted to the needs of the times. Changes in the existing curriculum often force teachers to be able to design student-centered learning (*student Center*), and understand the concept of the curriculum. This is good and is a motivation for teachers to always try to capture insight data and knowledge related to the applicable curriculum so that learning can be designed in such a way and achieve national learning goals. The curriculum is an important element in every form and model of education that exists anywhere, without a curriculum it is very difficult and even impossible for educational planners to achieve the educational goals they plan, given the important role of the curriculum in the success of teaching and learning programs, the curriculum needs to be well understood by all elements involved in educational management, especially educators or teachers (Romiszowski, 2016).

As is known today, the curriculum often undergoes changes such as the current, independent curriculum where the curriculum generally aims to achieve learning objectives. However, if we examining further the curriculum has a very complex concept in the world of education. The curriculum has the meaning of something that lives and applies within a certain period of time and needs to change to fit the times. (Hermawan et al., 2020) In Indonesia, the curriculum has changed several times. In historical records since 1945, the curriculum in Indonesia has undergone changes, namely in 1947 (under the name Lesson Plan Curriculum), 1952 (under the name Decomposed Lesson Plan Curriculum), 1964 (under the name Education Plan Curriculum), 1968, 1975, 1984, 1994, (each of which uses the year as the name of the curriculum), 2004 (under the name Competency-Based Curriculum), 2006 (under the name Education Unit Level Curriculum), and then the 2013 curriculum or better known as K-13, and the latest and recently realized at all levels of education, namely the independent curriculum. (Irsad, 2016). Referring to the various explanations above, the discussion in this article will outline curriculum concepts that are lifted from several theories from experts or experts so that later readers will know what the concepts of the education curriculum are.

METHOD

This research method is library research, a library research approach or literature can be interpreted as an activity related to library information collection methods, reading and storing research materials and processing them. (Zed, 2008) Data collection for this article was carried out by searching or researching several books, journals and documents in both print and electronic formats, as well as other information or data sources relevant to the study or research.

RESULTS AND DISCUSSION

The results of this research using documentation techniques in books and scientific articles that are relevant to the research theme can be presented by researchers as follows:

1. Definition of curriculum

Etymologically, the term curriculum comes from the Greek *curir* which means "runner" and *curere* which means "racing place". The term curriculum comes from the world of sports, especially in the field of athletics in ancient Roman Greece. In French the term curriculum comes from the word *courier* which means running. (Nawawi, 2022) Curriculum means a distance that must be covered by a runner from the starting line to the finish line to get a medal or award. The distance to be covered is then turned into a school program and everyone involved in it. The program contains subjects that must be taken by students during a certain period of time.

The curriculum can also be interpreted as a set of plans and arrangements regarding goals, basic competencies, standard materials, and learning outcomes, as well as the methods used as guidelines for organizing learning activities to achieve basic competencies and educational goals. (Wafi, 2017) Based on studies that have been conducted by many experts, it can be concluded that the definition of the curriculum can be viewed from two different sides, namely according to the old view and the new view. First, the old view or often also called the traditional view formulates that the curriculum is a number of subjects that students must take to get a diploma. (Putra, 2016).

Second, the new (modern) view as expressed by Dewi (Dewi, 2014) which can be implied in the following formulation:

- a. The interpretation of the curriculum is broad, as the curriculum does not only consist of courses, but includes all activities and experiences for which the school is responsible.
- b. In accordance with this view, various activities outside the classroom (known as extracurricular activities) are included in the definition of curriculum. Therefore, there is no separation between intra- and extra-curriculum.
- c. The implementation of the curriculum is not only limited to the four walls of the classroom, but is carried out both inside and outside the classroom, according to the objectives to be achieved.
- d. The delivery system used by the teacher is adjusted to the activities or experiences to be delivered. Therefore, teachers must conduct a variety of

teaching and learning activities that vary according to the conditions of the students.

- e. The purpose of education is not to deliver courses or organized fields of knowledge, but rather the formation of the child's personality and learning how to live in society.

In the study of curriculum, there are also several curriculum concepts such as:

- a. Ideal curriculum, which is a curriculum that contains something good, which is expected or aspired to.
- b. The real curriculum, namely the real activities carried out in the learning process or the reality of the planned curriculum.
- c. The hidden curriculum, which is everything that affects learners positively when they are learning something.
- d. Curriculum and instruction are two different terms but cannot be separated from each other. The difference only lies in the level. Curriculum refers to a program that is general in nature, for the long term, and cannot be achieved in an instant, while learning is reality or real, specific in nature and must be achieved at that time. (Nurhayati, 2020)

2. Curriculum Concept

a. Perennialist curriculum concept

The curriculum with this concept aspires to develop the intellectual power of children to reach universal truths. Classical studies and 'science' are seen as the source of truth. Subjects are taught separately and independently, and only subjects that are considered heavy (difficult to learn) are included in the curriculum content. The orientation of the curriculum tends to be to the past so that any reading sources are propagated from classical sources, prioritizing the great works of great poets who lived in the past. (Anda Juanda, 2014)

b. Essential curriculum concepts

The curriculum with this concept aspires to instill self-discipline, and the source of truth is religion (religion) because it is considered to teach universal and unchangeable values. Teachers are required to be role models or examples that students can emulate at any time. According to this concept, learning is essentially a procedure for making decisions on things that are studied and make as a truth to be used as a criterion of goodness. In this curriculum concept, the senses of the subjects as containers of knowledge are enshrined as standards of wisdom justice and noble human values. Subjects are taught as is the case with perennialists. The most influential figure in these two schools is Plato. (Dja'far & Yunus, 2021).

c. Cognitive Development Process Curriculum Concept

The concept of this curriculum is highly dominated by the development of students' brains, brain abilities become a very dominating factor in the entire educational process. This curriculum concept was raised as an answer to the low ability to think resulting from the learning process that led students to be unable to think more to produce works that are indispensable to human life. The

curriculum with this concept considers that everything is in the context of a process of change, therefore the truth of science, technology and value systems is considered not eternal and always depends on the process itself. The curriculum has a function to equip children with the right ways of thinking rather than equipping children with a science, technology and values that they still have to think about. That is why the implementation of the curriculum with this concept is emphasized on the fulfillment of student activities with a system of discovery, exploration, problem formulation, problem solving and the organization of experiments oriented to the discovery or inquiry method. Thus this curriculum concept is centered on student activities with a high level of active student learning (Hamdayama, 2022).

d. Social Reconstruction Curriculum Concept

This curriculum concept emphasizes its attention on the improvement or reconstruction of social values. In principle, this curriculum stems from the view that schools should reflect social life. Therefore, the function of the curriculum must be able to renew society and culture. Education graduates should be new human beings who will build a new society and culture. In this regard, schools should be given the freedom to build new values as an absolute requirement that is the target of the curriculum. On the other hand, this curriculum concept does not like things that are indoctrinative, because such a nature is considered to eliminate the freedom of students to argue, criticize and express rebuttals and if it is associated with the process of education. Learning is very important because it is seen as a source of learning. (Salamun & Nata, 2023).

e. Humanistic Curriculum Concepts

This curriculum concept emphasizes attention to the formation of the student's personality as a whole. This curriculum strongly recognizes the rights of students to learn. And for the purpose of learning everything needed by students is a priority that must be provided. This curriculum is the basis for the school's view that nothing is certain, because certain things always tend to apply generally. Teachers are required to try to help children find their identity as well as establish a value system that they believe in. (Suprihatin, 2017).

Therefore, students are given the right to determine the learning goals they want to achieve. Meanwhile, the problem of guidance given by the teacher to students is generally non-directive. This principle means that encouraging the role of the teacher in the student learning process is only facilitative, in the sense that the teacher is seen as a facilitator who functions to facilitate learning activities carried out by students. In this concept, the teacher only knows what is given to students, but the teacher does not master / measure the knowledge possessed by students.

f. Technological Curriculum Concept

This curriculum concept emphasizes the role of media which is very decisive in learning activities. This curriculum presents theories and principles of knowledge that are the basis for their application in the learning field. This curriculum encourages students to learn certain truths, as a result of rational and factual organization and systematization of all knowledge.

The technologi curriculum can encourage the development of the concept of teachers from personal people to objects designed as learning resources, such as computers, the internet, and other communication technology tools. On the one hand, this curriculum concept can reduce human values, but on the other hand, this curriculum concept can develop students' abilities at a certain level considering that the learning principles developed follow the principles of machines (mechanics). The concept of curriculum develops in line with the development of educational theory and practice, also varies according to the flow or theory of education it embraces. According to the old view, the curriculum is a collection of subjects that must be delivered by teachers or learned by students. This assumption has existed since ancient Greece, in certain environments or relationships this view is still used today. Opinions that emerged subsequently have shifted from emphasizing content to placing more emphasis on the learning experience. (Chamisijatin & Permana, 2020).

3. The position of the curriculum in education

Education emphasizes the interaction between educators and students in an effort to help students master educational goals. Educational interaction can take place within the family, school or community. In the family environment, educational interaction occurs between parents as educators and children as learners. This interaction goes without written interaction. Parents often do not have a clear and detailed plan of where their children will be directed, in what way they will be educated, and what the content of education is. Educational interactions between parents and their children are also often unconscious. (Marjuni & Harun, 2019) In family life, educational interactions can occur at any time, whenever parents meet, dialogue, associate, and cooperate with their children. At this time there is a lot of spontaneous behavior and treatment given to children, so the possibility of educational mistakes is very large. Parents also become educators without being formally prepared. They become educators because of their status as fathers and mothers, although they may not actually be ready to carry out this task. Because it is not formal, does not have a concrete design and sometimes is also not realized, education in the family environment is called informal education. It does not have a formal, written curriculum. (Suparman & Pd, 2020).

Education in the school environment is more formal. Teachers as educators in schools have been formally prepared in teacher education institutions. They have learned the knowledge, skills and art of being a teacher. He has also been fostered to have a personality as an educator. Teachers carry out their duties as educators with careful planning and preparation. They teach with clear objectives, materials that have been compiled in an organized manner. systematic and detailed, with means and tools that have been carefully selected and designed. (Halil & UlumPamekasan, 2015) At school teachers carry out educational interactions in a planned and conscious manner. In the school environment there is a formal curriculum, which is written. Teachers carry out the task of educating formally, therefore education that takes place in schools is often called formal education. In the community there are also various forms of educational interaction, from very

formal ones that are similar to school education in the form of courses, to less formal ones such as lectures, and work associations. The teachers also vary from those who have a special educational background as teachers, to those who carry out their duties as educators because of experience. (Syukrianto, 2019) The curriculum also varies from those with a formal, written curriculum to lesson plans that exist only in the mind of the preacher or the example of the leader. (Ahid, 2006).

The curriculum is also referred to as the core of education and characterizes the school as an institution engaged in educational services. The educational curriculum consists of five components, namely:

- a. The purpose of education. In the practice of education, both in the family environment at school and in the wider community, there are many educational goals that educators want to be achieved (owned) by their students.
- b. Content/educational material. Included in the content / material of education is everything by educators directly given to students in order to achieve educational goals. In educational efforts organized in the family, at school and in the community, there are major requirements in the selection of educational materials, namely: a. The material must be in accordance with the educational objectives. b. The material must be with the learners.
- c. Strategy Approach. an overall approach related to the implementation of ideas, planning, and execution of an activity within a certain period of time. A strategy or plan developed to achieve goals and objectives previously determined by a group of people.
- d. Curriculum management. Is a pattern of empowering education personnel and other educational resources to improve the quality of education. The curriculum itself is the thing that really determines the success of teaching and learning activities to the fullest, so it needs to be management includes: a. Planning activities b. Implementation activities c. Assessment activities
- e. Evaluation. An action or activity carried out with the intention of an ongoing process in order to determine the value of everything in the world of education. In organizing education at school, teachers have the duty and responsibility to carry out teaching / learning and teachers become the main executives of the curriculum. Learning activities are realized in the form of interaction between teachers and students. Students have the main task of learning, namely trying to obtain changes in behavior or achieving certain abilities based on their learning experiences gained in interacting with their environment. To achieve educational goals, teachers try to convey a number of learning contents to students through certain processes or strategies, and carry out evaluations to determine the learning process and results. Although it has a central position in education, the existence of the curriculum remains a static tool. The curriculum will be meaningful when it can actually be implemented properly and appropriately in every learning practice (curriculum as an activity). (Bisri, 2020)

CONCLUSION

The curriculum is a set of plans and arrangements regarding content and learning materials. And the curriculum in a broader sense is all activities and learning experiences as well as everything that affects the personal formation of students, both at school and outside the school under the responsibility of the school to achieve educational goals. As an educational program that has been planned systematically, the curriculum carries a very important role and function for student education. The concept of curriculum develops in line with the development of educational theory and practice, also varies according to the flow or theory of education it embraces. The curriculum in education is the core of education and characterizes the school as an institution engaged in educational services. The curriculum concepts consist of 5 concepts namely; (a) Academic subject curriculum concept, (b) Curriculum concept of cognitive development process, (c) The concept of curriculum reconstruction, (d) Humanistic curriculum concept, (e) Technology curriculum concept.

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