

ANALYSIS OF BASIC FACTORS AND PRINCIPLES OF CURRICULUM DEVELOPMENT FROM THE PERIOD OF EDUCATION IN INDONESIA

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Abstract

Curriculum changes in Indonesia from time to time cannot be separated from these factors that affects it is the man himself. Increasingly sophisticated developments causing various changes to aspects of human life, one of which is changes in curriculum development caused by changing human needs along with time. The purpose of this study is to determine the factors and principles the basis for curriculum development from the past in Indonesian education units. This study uses a qualitative method with a library research model. information on This research was obtained from various sources, namely from books, articles and related journals the problems discussed in this study, then analyzed and concluded by the author from references that have been read into an article. The results of this study are in curriculum development there are factors that influence its development includes universities, communities and value systems. While the principles contained in curriculum development, namely the basic principles include the principles of effectiveness, flexibility, continuity, practice and effectiveness and the principles specifically encompassing the principles concerned with educational goals, principles relating to the selection of educational content. Conclusion this research is in curriculum development there are background factors behind its development and in curriculum development there are basic principles and special principles.

Keywords : Factor; Development; Curriculum

INTRODUCTION

Curriculum development is an activity that continues to develop from time to time in the world of education in Indonesia (Saerozi, 2014). The curriculum is a guideline for educators in designing and implementing learning activities in educational units. Therefore, the basic factors and principles of curriculum development are very important to note so that the developed curriculum can provide optimal benefits for students.

The curriculum in the world of education is the most important thing that requires every teacher to know it well, the goal is that the information and things that will be conveyed can be channeled properly in accordance with predetermined conditions (Nurwanto, 2013). The curriculum is not the main reference for teachers because in it there are strengths and weaknesses so that with the weaknesses that exist in the curriculum, of course it needs to be changed by adjusting the situation and conditions. Factors that influence curriculum development include developments in science and technology, socio-cultural conditions in society, the needs of the world of work, and student development. In addition, the basic principles of curriculum development which include suitability, meaningfulness, adequacy, flexibility, and continuity also need to be considered in curriculum development.

The history of curriculum development in Indonesia has undergone many changes from time to time starting from a curriculum oriented towards religion, nationalism, to a curriculum oriented towards character education (Rahman, 2022). The development of the curriculum is indicated by the existence of several curriculum changes such as the 1947 Curriculum, 1964 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 2004 Curriculum, and 2013 Curriculum, these changes aim to form an appropriate curriculum in shaping the character of students (Mukminin et al., 2019). In carrying out innovations in the curriculum, certain methods and steps are needed so that the goals to be achieved can be realized.

The purpose of writing this article is to describe an analysis of the factors and basic principles of curriculum development from time to time in educational units in Indonesia.

METHODS

In this study the authors used qualitative research methods. The data collected is in the form of words. The model used for data collection is the library research method. Literature review is a group of descriptions from various sources of knowledge that are used as a reference for materials in conducting research. The data obtained by researchers comes from books, articles and journals related to the researcher's discussion. After reading from various sources the researcher analyzed the data that had been obtained to become a research result. Finally the researcher concludes the results of the data obtained into a scientific work in the form of an article.

RESULTS AND DISCUSSION

Etymologically, the curriculum comes from the Greek language, which is called *curir* (runner) and *curare* which means a place to race. Meanwhile, in terms of terminology (Hasan et al., 2020) states that the curriculum is a plan that provides guidelines, guidelines or guidelines to be used in the process of teaching and learning activities. According to National Education System Law No. 220 of 2003 curriculum is a set of regulatory plans regarding objectives, content, and learning materials as well as methods used as guidelines in the preparation of the education unit level curriculum and syllabus for each unit (Hermawan, Yudi Candra, 2020).

Curriculum development is an effort and effort to add, adjust, improve, utilize and utilize a curriculum that contains a set of plans containing objectives, content, materials, guidelines or learning references and implementation of assessments or evaluations and used as a reference for the implementation of education in achieving the desired goals. Shulton, 2014: 52). The curriculum in Indonesia has often undergone changes, starting from the implementation of the 1947 curriculum, 1951 curriculum, 1964 curriculum, 1968 curriculum, 1975 curriculum, 1984 curriculum, 19994 curriculum, 2004 curriculum, 2006 curriculum, 2013 curriculum (Farah Dina Insani, 2019: 46). At this time the curriculum used is the independent curriculum. Many factors influence the occurrence of curriculum development, among others:

1. College

Tertiary institutions at least have an influence on the school curriculum both in terms of the development of science and technology as well as in terms of the development of education and teacher training as well as the preparation of educational institution teachers. In terms of the development of science and technology developed in public tertiary institutions. Knowledge and technology greatly influence the content or curriculum materials as well as in the learning process. The form of knowledge developed in tertiary institutions certainly has an influence on the content of the subjects that will be developed in the curriculum. With the progress and development of technology can help the development of educational tools and media. From the point of view of the development of education and teacher training, it is also the preparation of teachers for educational institutions. This also has an influence on curriculum development, especially through the mastery of knowledge and teacher skills of the teachers it produces.

Mastery of science and management of knowledge and education as well as science in the field of study, as well as teaching skills of teachers greatly influence the development and implementation of the curriculum in schools. Teachers who teach at various levels and types of schools are generally prepared by Education Personnel Education Institutions (LPTK) through several programs, namely diploma and undergraduate programs. In Elementary Schools there are still many teachers with Teacher Education School (SPG) and Sports Teacher Schools (SGO) educations, but these gradually participate in the development of teacher training skills and competencies through diploma and undergraduate programs (Shulton, 2014).

2. Public

Schools are part of society whose duty is to prepare students to live with dignity in society. As part of society and as actors, schools are strongly influenced by the community environment. The contents of the curriculum should reflect the conditions and situations of the users and efforts to meet their needs and demands. The community around the school can be a homogeneous (same) or heterogeneous (different) community. Schools are obliged to accept and serve the wishes of the community. One of the strengths of society is the world of commerce. The

development of trading life in society influences the curriculum that is developed and used in schools.

3. Value system

In social life, it has a value system, be it moral, religious, social, cultural and political values. School is an institution that is part of the community itself where the school also has the responsibility for maintaining the application and application of positive values that have been embedded in society. The value system that will be maintained and preserved as well as those that will be continued must be integrated in the curriculum, the problem for those who develop the curriculum is that the values contained in society are not just one but the values contained in society are heterogeneous and diverse. In general, society consists of various groups, be it ethnic groups, social groups, intellectual groups and religious groups where each of these groups has different values. There are several things that are important to note in accommodating various values that develop in the community in the school curriculum, as follows:

- a. Know and pay attention to the values that exist in society
- b. Guided by democratic, ethical and moral principles
- c. Trying to set yourself as an example to admire and imitate
- d. Appreciate the values that exist in other groups
- e. Understand and be able to accept various cultural diversity that exists (Shulton, 2014).

The curriculum determines the success of education and is always developed by taking into account various aspects related to, among others, related to the philosophical basis, education, students and is inseparable from the development of science and technology (IPTEK). As for what is meant by philosophical principles here, it means that in developing the curriculum one must pay attention to the values and also the outlook on life adopted by a nation which is incarnated as the character or character of the nation. The basic science of education, namely the development of the curriculum must not go outside the framework of educational content which is the main substance of education so that

it is always in accordance with the concept of democratic education. Meanwhile, the development of students in developing the curriculum must be based on the phases or stages of students which are essential for implementing the curriculum. Science and technology are also the most important things in matters related to the relevance and continuity of scientific developments which include changes and development of the curriculum.

The curriculum at the education unit level must be developed in accordance with the educational unit, regional, social and cultural potential of the local community, as well as students. Schools as well as school and madrasah committees develop curriculum at the unit level of education in accordance with the basic framework of the curriculum and graduate competency standards as well as the development of the syllabus (Shulton, 2014). In curriculum development there are basic principles which include several principles that must exist, namely general and special principles.

The general principles in curriculum development include the following:

1. The principle of relevance

Relevance means appropriate and balanced. When referring to the principle of relevance, the curriculum must pay attention to internal and external aspects. Internally, it has relevance between the components of the curriculum which includes, among others; objectives, materials, strategy, organization and evaluation. While externally the curriculum components have relevance to the demands of science and technology, the demands and potential of students, the demands and needs of community development. Thus that in making the curriculum must pay attention to the needs of the community environment and also pay attention to the needs of the students themselves and most importantly must also be in accordance with the demands and developments of the times.

2. The Principle of Flexibility

The curriculum in the principle of flexibility means that a good curriculum is a solid curriculum, which in its implementation and application should be adapted to conditions. Time and ability and also the background of the child. This curriculum prepares children for now and for

the future. The curriculum should remain flexible at any time and at any time and the curriculum must provide space to give freedom to educators to be able to develop learning programs in schools.

3. The Principle Continuity

The principle of continuity in question is that there is continuity and linkage in the curriculum, both vertically and horizontally. Continuity means related, namely the value of the relationship between curricula from various levels of education so that there is no repetition in learning materials which can cause boredom both for teachers and for students.

4. The Principle Efficiency

Efficiency is an important principle to consider in developing a curriculum, so that the expected goals can be achieved. Efficiency means being able to complete tasks and work so that what is expected can be achieved.

5. Effectiveness Principle

The principle of effectiveness means the extent to which the learning program plan has been achieved or implemented and implemented. In this case there are two things that need to be considered, namely the effectiveness of teaching teachers and the effectiveness of student learning. In the aspect of student learning effectiveness it is important to develop a curriculum related to learning methodology in order to achieve the expected learning objectives.

While the specific principles that exist in curriculum development include, among others:

1. The principle of determining educational goals

The purpose of education in it includes goals that are both general and specific. In the formulation of educational goals based on sources, namely; provisions and policies from the government, surveys regarding the views of experts on certain fields, surveys on the quality of human resources.

2. Principles of selection of educational content

In determining the content of a curriculum, several things need to be considered, including; It requires elaboration of educational goals into the implementation of specific and simple learning outcomes, the content of learning materials must include aspects of knowledge, attitudes and skills, also parts of the curriculum must be arranged in a logical and systematic order (Hamami, 2020).

CONCLUSION

The curriculum from time to time has undergone changes and developments, the cause of these changes is none other than the interests of the humans themselves. The desire for change and curriculum development reflects that the interests and needs of education are a vehicle for advancing the nation and state. The factors that influence curriculum development include: universities, society and value systems. The principles of curriculum development include general principles including the principles of relevance, flexibility, continuity, practical principles, effectiveness principles and specific principles which include principles regarding educational goals, principles regarding the selection of educational content.

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