Implementation of Curriculum Content Through Learning Planning

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Abstract

The role of education in terms of any aspect is also urgent. Learning planning which includes formulating what goals will be achieved by a learning activity, what methods are used for these purposes, what materials will be delivered, how to deliver them, and what tools or media are needed. While the curriculum content includes facts, data observation, perception, sensing, design, problem solving that comes from the human mind, from experience and the results of thought constructs that are organized, organized in the form of ideas, concepts, generalizations, principles, plans and solutions. problem. It is the task of the educator/teacher in this case, it is the teacher and/or lecturer to identify and carry out well the implementation of curriculum content development in the learning planning process

Keywords: *Content Curriculum, Learning Planning.*

INTRODUCTION

Curriculum development is an activity that provides answers to a number of demands for developing needs in education. Curriculum development is carried out on a number of components in education, including learning which is the implementation of the curriculum. Therefore, learning can be said as the implementation of a number of plans that have been developed in the curriculum.

In its implementation, curriculum development can take at least two steps: First, formulate a clear vision and mission. Second, based on the vision and mission, standard competencies are described that can accommodate various needs in various dimensions of society, both present and future needs, without forgetting past needs..(Hidayat, Firdaus, and Somad 2020)

Learning is a complex event, which involves a number of components that are linked systemically. Therefore, learning events require systematic planning, so that the implementation of learning can take place properly and can achieve the expected goals. The success of a learning process is largely determined by the plans made by the teacher, therefore, the components in learning planning must be arranged or developed systematically and systemically. In making this lesson plan the teacher must be oriented to the applicable curriculum.

Learning is essentially a process of interaction between teachers and students, both direct and indirect interactions. A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in other classes..(Nurdyansyah and Fahyuni 2016)

Learning is a process that is arranged in such a way according to certain steps so that its implementation achieves the expected results. This arrangement is outlined in the form of a lesson plan. Every plan is always related to projections or estimates of what will be done. Likewise, in learning planning, there must be a process of estimating (projecting) what actions will be taken when carrying out learning so that they can achieve the expected goals effectively.

Curriculum development is based on several needs, carried out through various models that have been proposed by experts. These models were developed to meet the diverse needs that are the demands of curriculum development. Each development model raises the stage of curriculum content development as the implementation of the goal setting that has been done previously. In developing a curriculum, it must have a strong foundation of education and curriculum. There are many things to consider and consider before making a decision. There are curriculum principles that must be used as a foundation in developing the curriculum. Each curriculum developed will have a different color depending on the principles adopted in developing

it.(Ummu Kulsum Wiyarandi dkk 2021)

When viewed from the procedural process model, it shows the sequence of steps after the formulation of goals, but actually it can be seen deeper that curriculum content development is the core of learning activities, therefore this stage requires in-depth planning, as a core learning activity.

This problem is considered important because it will be able to provide an explanation of the relationship between curriculum and learning, besides that through careful discussion it will be known how the interaction and linkages between the learning planning process and the curriculum development process will be known. At the level of implementing education/learning at the school level, the pattern known so far is lesson planning, so they feel allergic to curriculum development. This cannot be avoided, because the paradigm regarding curriculum development that is owned is that the curriculum is a "given", so that at the school level, it is just a matter of implementing it.

Curriculum development is concerned with educational planning and relevant pedagogical decision making similar to teaching design, the difference being in the scope and breadth of activities related to the determination of planning objects, planning organization, planning instruments, and ways of mastering implementation problems. The main issue of curriculum development is to determine the content and methods that are relevant and challenging for students' lives both now and in the future. Checkley (2006)(Suratno, Sari, and Bani 2022)

In the perspective of curriculum development, such an understanding must begin to be abandoned, because the curriculum development process is also one of the tasks of education/learning implementers at the school level. Especially with the development of the curriculum used in schools / madrasas that are used to facilitate implementers in schools to develop curriculum. Curriculum development is not an exclusive activity of departmental or national institutional level policy makers, but needs to be done at the school level as the spearhead of learning activities. In the context of learning planning, teachers have actually developed a curriculum that involves all learning components, both macro and micro.

RESEARCH METHODOLOGY

This discussion uses a qualitative approach and literature study methods. Literature review research is the appearance of scientific reasoning arguments that describe the results of a literature review and the results of the researchers' thinking on the topic or problem of study, which contains several related ideas or propositions that must be supported by data obtained from library sources or literature..(Bisri 2020)

In this literature study, the authors take data from various literature sources such as books, journals, seminar results, and discussions with experts who are relevant to the research theme. By conducting a study of the existing literature, researchers can learn more systematically about how to write scientific papers, how to express ideas that will help researchers to be more critical and analytical in doing their own research. After the data is collected, data analysis is carried out with data interpretation, content analysis and the author provides sufficient explanations and conclusions.

RESEARCH RESULTS AND DISCUSSION

The curriculum is dynamic because it always changes according to the developments and challenges of the times.(Kosassy 2017) An understanding of the meaning of the curriculum, can be traced through several understandings of the concept of the curriculum itself. In connection with the problems discussed above, the curriculum is considered as a substance, (Nana Syaodih, 2006:27) namely a plan of learning activities for students at school, or as a set of goals to be achieved. A curriculum can also refer to a document containing the formulation of objectives, teaching materials, teaching and learning activities, schedules and evaluations. A curriculum can also be described as a written document resulting from a mutual agreement between curriculum makers and education policy holders and the community.

In the same sense, namely viewing the curriculum as subject matter and content, Hamalik (2000:2) explains that: The curriculum is a number of subjects that must be taken and studied by students to acquire a certain amount of knowledge. Subject matter is seen as the experience of parents or smart people in the past which has been arranged systematically and logically.

Beauchamp emphasizes that the curriculum is a plan of education or teaching. Implementation of the plan is already included in the teaching. Furthermore, Zais explained that the goodness of a curriculum cannot be judged from its written documents alone, but must be assessed in the process of implementing its functions in the classroom. The curriculum is not just a written plan for teaching, but something functional that operates in the classroom, which guides and regulates the environment and activities that take place in the classroom. The written plan is a curriculum document (curriculum document or, inert curriculum), while the curriculum that is operated in the classroom is a functional curriculum (functioning, live or operative curriculum). (Ahid 2014)

From the above understanding, besides being explained that the curriculum has various dimensions and can be seen from various aspects based on the point of view, the curriculum can be seen as a series of teaching materials that need to be mastered by students to master certain abilities.

The curriculum as a series of learning materials, of course, is not an object that stands alone, especially if it is associated with the curriculum development process carried out in the curriculum development model. Of course there are links with other components, namely that the development of curriculum content is carried out based on curriculum components. Knowledge is the core content of the curriculum. Some experts equate content and knowledge, but other experts distinguish knowledge and content.

1. **Curriculum Components**

The curriculum component is a system consisting of the following parts, namely the purpose, content or material, the process or delivery system and its media, and evaluation, all of which are closely related to one another.(Subhi 2016) As a system, the curriculum has interrelated components. According to Mulyani Sumantri (2007), the curriculum components are described as follows:
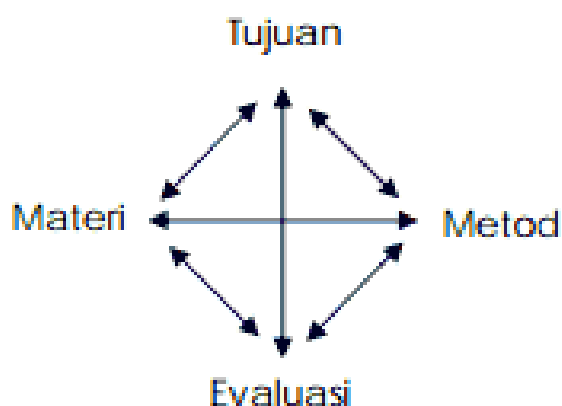
From the picture above, it can be seen that the curriculum components consist of objectives, methods, materials and evaluations. The figure above not only shows the curriculum components but also explains the relationship between these components. Each curriculum component interacts with one another, and this interaction can occur directly without waiting for a process or procedure that precedes it. The meaning of the objective can directly interact with the evaluation, the method can be directly related to the material, and so on with the components.

Another figure (Sukmadinata, 2006:102-112) explains that the curriculum has the following components:
a. Objective
b. Teaching materials
c. Teaching Strategy
d. Teaching Media
e. Teaching Evaluation
f. Teaching Completion

Similar to the previous opinion, the curriculum component described by Nana Syaodih above explains that a curriculum must have conformity, where the suitability includes two things. First, the suitability of the curriculum with the demands, needs, conditions and development of society. Second, the suitability of the curriculum components, namely the content in accordance with the objectives, the process according to the

content and objectives, as well as the evaluation according to the process of the content and objectives of the curriculum.

From the two explanations of the curriculum figures above, it shows that the curriculum has components that are interrelated and compatible so that the synergy possessed by the suitability can be used to achieve the objectives of the curriculum itself in implementation.

2. *LEARNING PLANNING*

Planning is the process of determining and utilizing resources in an integrated manner which is expected to support activities and efforts that will be carried out efficiently and effectively in achieving goals. In this case, Roger A. Kaufman (Harjanto 1997: 2) suggests that "Planning is a projection (estimate) of what is needed in order to achieve goals and is valuable.

In connection with the general understanding of planning, several opinions or views of experts regarding learning planning will be presented. Ibrahim (1993) said that "Broadly speaking, learning planning includes activities to formulate what goals will be achieved by a learning activity, what methods are used to assess the achievement of these goals, what materials will be delivered, how to deliver them, and tools or equipment. what media is needed.

Another opinion was expressed by Banghart and Trull (Sagala: 2003) which stated that "Planning is the beginning of all rational processes, and contains the nature of optimism based on the belief that it will be able to overcome various kinds of problems in the context of learning. Learning planning is defined as the process of preparing learning materials, using learning media, using learning approaches or methods, in an allocation of time that will be carried out during the next semester to achieve the specified goals.

Based on some understanding of the above understanding, it can be formulated that learning planning is a series of interconnected and mutually supportive between the various elements or components that exist in learning, or in other terms, namely a process of organizing, coordinating, and determining the elements or components. -learning component. The elements or components in question are:

a. Where will the learning be directed?

b. What should be discussed in the learning process?

c. How to do it?

d. How do you know if the learning process is successful or not?

Learning planning is then outlined in a learning model (instructional design). Learning design is obtained from a separate previous process, they are planning and learning design. Each process contains a number of activities, for example regarding the identification of learning outcomes, assessment tools and learning strategies used. Of course, at this stage, the benefits that will be obtained by the teacher are also considered in an effort to achieve the quality of learning by taking into account the limitations of themselves and the existing learning environment. From these two processes, a learning design model was created from and for the teacher who carried out the learning.

In detail, the activities carried out by the teacher in the early stages are designing the learning to be carried out. The initial step in the design is planning, where the planning is done based on what will be experienced by the teacher. Planning is an important step that will carry many functions. A very important role is to transfer the curriculum in learning in the classroom. The school curriculum can be in the form of a curriculum developed regionally (district) or nationally. Meanwhile, the school curriculum is expected to show students the knowledge and skills they will acquire while participating in learning activities.

The relationship between learning planning and instructional model is explained by Neil Shaumbaugh & Susan G. Magliaro (2005:167) as follows:
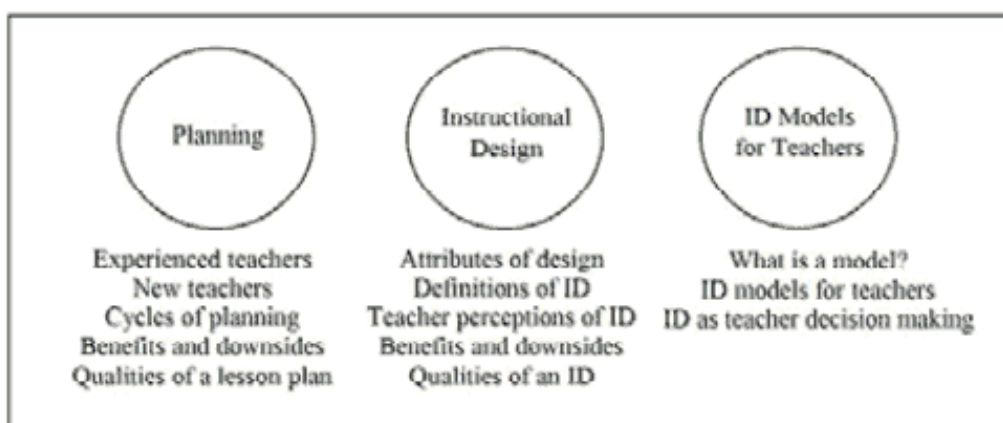
The picture above explains that learning planning and implementation in the classroom are separate activities, but the activity is the stage of implementing the curriculum into learning.

3. **Model Pengembangan Kurikulum**

Model is an imitation of the real thing. In the context of concretizing a process, model design can be interpreted as a conceptual framework that is used as a guide in carrying out an activity. Thus, what is meant by the curriculum development model is a conceptual framework that describes a systematic procedure in organizing the curriculum to achieve certain learning objectives so that it serves as a guide for learning designers and teachers in planning, implementing and evaluating curriculum development processes and procedures.

To implement this, various models of curriculum development have been born by experts including the Tyler, Taba and Print models. For discussions related to the issues raised above, it is necessary to examine several models of curriculum development.

a. **The curriculum development model according to Ralph Tyler**.

    1) Identify common goals

    2) Formulate specific learning objectives

    3) Selecting learning experiences

    4) Organizing experiences

    5) Directing and sequencing learning experiences

    6) Evaluation of learning experience

Tyler's model simply consists of 6 stages which are a hierarchical approach in curriculum development. The first step is initiating curriculum development until the formulation of specific learning objectives is achieved, which is then continued with the development of teaching materials/materials in the form of activities, namely selecting and organizing learning experiences. It is not only about explaining the material, but the activity referred to as a learning experience is to study or master the learning material. It then ends by directing and sequencing the learning experiences and evaluating those experiences.

b. **Model of curriculum development according to Hilda Taba**

  a. Experimental production of pilot units

    1. Diagnnosis needs

    2. Formulating specific objectives

    3. Selecting content

    4. Organizing content

    5. Selecting learning experiences

    6. Organizing learning experiences

    7. Evaluating

    8. Checking for balance and sequence

  b. Testing of experimental units

  c. Revising and consolidating

  d. Developing a framework

Taba's model consists of four major steps, each of which has stages, where the curriculum content appears in selecting & organizing content.

c. **Curriculum development model according to Murray Print**.

a. Situational Analysis

b. Goals and Goals

c. Curriculum Content

d. Learning activity

e. Learning Evaluation

The curriculum development model proposed by Murray Print is known as the rotating model, meaning that the model begins with the first step in the form of situational analysis and then proceeds like a cycle to the next step, and so on until the last step and returns to the first step again. In this Pront model, it is clearly stated about the curriculum content which was developed after the formulation of the objectives as well, thus the curriculum content is the development or translation of the goals that have been set.

4. Content Curriculum

One of the important components of the curriculum is the material or content in the form of information, data, knowledge, skills, attitudes and values to be passed down, taught to students. Knowledge is the core content of the curriculum. Some experts equate content and knowledge, but other experts distinguish knowledge and content. Content is nothing but a record of knowledge (symbols, graphics, sound recordings) while knowledge is a meaning or meaning as a consequence of transactions rather than material. Knowledge used in schools is verbal knowledge.

In everyday life there are many sources of material or information in the form of newspapers, conversations, radio, TV and so on. Individuals are free to absorb, select information based on their interests, goals, interests and experiences. Learning in this case is informal, learning from experience. But this is not enough for a civilized and developing life as it is today. Saylor and Alexander state that curriculum material includes facts, data observations, perception, sensing, design, problem solving that comes from the human mind, from experience and the results of thought constructs that are arranged, organized in the form of ideas, concepts, generalizations, principles. principles, plans and problem solving.

The description of student activities will be seen in the activity plan or in the formulation of Teaching and Learning Activities (KBM) contained in the learning plan. The teaching and learning activities formulated by the teacher must refer to the learning objectives. So that learning planning is a clear, operational, systematic reference as a reference for teachers and students based on the applicable curriculum.

The subject matter is the content or material that students learn must be planned in accordance with the learning objectives. According to Syaodih and Ibrahim (2003), there are several things that need to be considered in determining learning materials, including:

a.   Learning materials should be in accordance with / support the achievement of instructional objectives.

b.   Learning materials should be in accordance with the education/development of students in general.

c.   Learning materials should be organized systematically and continuously.

d.   Learning materials should include things that are factual and conceptual.

Curriculum content as one of the important components of the curriculum is a number of competencies that must be mastered by students as a form of achieving the goals that have been set. In the learning planning process, there are a number of competencies that need to be mastered through a number of learning experiences that are conditioned and organized, designed and formulated so as to create a learning model that can be directly implemented (applicable)

CONCLUSION

Learning planning includes activities to formulate what goals will be achieved by a learning activity, what methods are used to assess the achievement of these goals, what materials will be delivered, how to deliver them, and what tools or media are needed. While the content curriculum according to Saylor and Alexander (1974) includes facts, data observations, perceptions, sensing, design, problem solving that comes from the human mind, from experience and the results of thought constructs that are organized, organized in the form of ideas, concepts, generalizations, principles, plans and problem solving. It is the task of the educator/teacher in this case, it is the teacher and/or lecturer to identify and carry out well the implementation of curriculum content development in the learning planning process.

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