



## **THE IMPORTANCE OF THE ROLE OF AN APPROPRIATE CURRICULUM IN EDUCATION**

**A. Sa'dullah**

Universitas Nurul Jadid, East Java, Indonesia

Email: [sadullah@gmail.com](mailto:sadullah@gmail.com)<sup>1</sup>

### **Abstract:**

The curriculum plays a vital role in education as a guide for future educational goals so that it runs better and optimally. The application of the curriculum developed in schools to suit the circumstances and needs of the environment because these things are related to each other in it and become a reference for all parties who play a role in implementing the applicable curriculum. The curriculum process includes planning, organizing, implementing, monitoring and evaluating, in building a good curriculum certainly requires in-depth study and thought. Evaluation as the final process of a curriculum is used as a benchmark for curriculum achievement. Education is a human effort to increase knowledge obtained from formal and informal institutions. To achieve this, appropriate educational goals are needed. The purpose of education will determine success in forming the human person, balanced with other elements in education. The purpose of writing this article is to analyze the critical role of the curriculum in achieving educational goals.

**Keywords:** *Curriculum, Education*

### **INTRODUCTION**

The curriculum is an essential component in implementing education to achieve educational goals. A curriculum is a plan used to guide teaching and learning activities (Sukmadinata: 2009). So the curriculum is the plan and arrangement regarding the objectives, content, learning materials and methods used to guide teaching and learning activities to achieve educational goals. In line with the times, the curriculum was also developed to meet the demands of education. Copy that changes that occur are efforts to improve the quality of education and create a generation of people who have human resources with good quality and can compete with other countries.

In Indonesia, the level of education is still low. This is evident from the service conducted by the Organization for Economic Co-operation and Development (OECD) regarding the quality of education, and Indonesia is ranked 69 out of 76 OECD member countries. This is undoubtedly a decisive blow for Bangka Indonesia, which with various existing natural resources, needs to be supported by qualified human resources. This has also resulted in various losses for the Indonesian State, one of which is that many Indonesian residents belong to the middle and lower economic levels. This condition is indeed very concerning. Where sound quality human resources can not balance abundant natural wealth. As a result, existing natural resources must be managed by other countries and resold to Indonesia at a much higher price.

Indonesia always strives to improve the quality of its education, one of which is by changing the curriculum. In Indonesia, there have been frequent changes to the curriculum. Primarily education is heavily influenced by global developments. To respond to this situation, all stakeholders in the education sector must manage global change (Abdullah et al., 2023). Where previously used, the 2006 KTSP (academic unit-level curriculum) is now replaced with the 2013 curriculum. The reason for changing

the curriculum is one way to overcome educational problems.

For this reason, to overcome educational problems, the curriculum must also have management, which is called curriculum administration. Many need to be aware that education's success only depends on the teacher or the facilities and infrastructure. Even though besides that, to coordinate everything so that it can run according to the objectives, there is a curriculum administration that regulates the implementation of these activities. Moreover, experts in their fields are also needed to manage the curriculum. Otherwise, all activities in the education unit will run poorly and be directed according to educational goals.

## **RESULTS AND DISCUSSION**

### **Definition of curriculum**

The curriculum is a design or guide in carrying out learning and educational programs provided by educational institutions that contain lesson plans that will be given to lesson participants in one period of educational level. The curriculum is a guideline or benchmark for achieving goals in education. J. Lloyd Trump and Dalmes F. Miller (1973) said that the curriculum is a series of teaching and learning methods, how to evaluate students and the entire program, guidance and counselling, supervision and administration and structures related to time, room, election, and subjects.

In Law Number 20 of 2003, article 1 says that a curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and the methods used as guidelines for organizing learning activities to achieve specific educational goals. So the curriculum is a guide regarding a series of activities that will be carried out in the teaching and learning process to achieve the desired educational goals.

### **The role of curriculum in education**

According to Oemar Hamalik (1990), there are three critical roles of the curriculum, namely as follows;

1. conservative role,

Namely, the curriculum can be used as a means to transmit the values of past cultural heritage.

Considered still relevant to the present for the younger generation. This conservative role essentially places a past-oriented curriculum. This role is fundamental and adapted to the fact that education is a social process. One of the tasks of education is to influence and foster student behaviour through social values of life in the community.

2. Creative Role

That is, the curriculum must be able to develop something new by developments that occur and the needs of society in the present and the future. The curriculum must contain things that can help each student develop all the potential to gain new knowledge, abilities, and ways of thinking needed in his life.

3. Critical and Evaluative Roles

That is, the values and culture that people live in are constantly changing, so the inheritance of past values and culture to students needs to be adapted to the conditions that occur in the present. In addition, the developments that occur in the present and the future may not necessarily be to the needs. Therefore, the role of the curriculum is not only to pass down existing values and culture or apply the results of new developments that occur but also to assess and select values and culture as well as new knowledge to be inherited. In this case, the curriculum must actively participate in social control or filter. Social values that are no longer by current conditions and demands are eliminated, and modifications or improvements are made.

Curriculum and education are inseparable, as it is well known that the curriculum guides education administration. Education cannot be carried out without a

curriculum, and educational goals will not be realized. As a guideline for the implementation of education, besides that, the curriculum is always adapted to existing situations and circumstances. The curriculum is arranged in a systematic, clear and detailed manner to be easily understood and used as a guide for implementing the teaching and learning process.

## **Curriculum Implementation Process**

### **Planning**

Planning is the initial stage in curriculum development. Planning is a process for making decisions regarding the educational goals to be achieved and the learning experiences that students in the curriculum must obtain. The principles in curriculum planning are as follows:

1. The principle of relevance  
The formulated curriculum must be relevant or follow society's characteristics, needs, and development. The meaning of relevance here is the compatibility between the components contained in the curriculum, which shows the integration of the curriculum.
2. The principle of effectiveness  
Effectiveness is defined as a condition that indicates the level of success or achievement of a goal to be achieved. The curriculum is a description of the planning of the education system from government policies. The curriculum is used as a guide or reference in implementing education to achieve the desired goals.
3. The principle of efficiency  
The curriculum must be as efficient as possible, in which the implementation must be practical, easy to implement, using simple tools and low costs. The existing curriculum should be manageable for those who carry it out.
4. Principle of continuity  
Because the child's learning process takes place continuously, the learning experiences contained in the curriculum must also have a continuous nature between one level of education and the level above, starting from the lowest level with the most superficial understanding to continuing to the next level with a more complex understanding.
5. The principle of flexibility  
The curriculum must adapt to conditions such as school characteristics and student backgrounds. This is intended so that students can benefit from their educational process and help prepare the nation's successors who can compete in the future, even with different conditions and backgrounds.

In curriculum planning, there are several activities carried out, namely:

1. Translate the outline of the teaching program (GBPP) into the subject analysis (AMP)
2. Have an academic calendar
3. Develop an annual program (porta)
4. Develop a semester program (promissory note)
5. Learning unit program (PSP)
6. And make a lesson plan (RP)

### **Organizing**

After the planning process is complete, the next step is organizing. Organization of the curriculum is the structure of the curriculum program in the form of a general framework of programs that will be conveyed to students. A curriculum must contain a statement of purpose, indicating the selection and organization of learning materials

and the design of the learning outcomes assessment. Curriculum organization is a pattern or design of curriculum materials whose purpose is to make it easier for students to learn subject matter and to make it easier for students to carry out learning activities to achieve learning objectives effectively.

In the process of organizing this curriculum, it is often experienced in compiling and planning the contents of the curriculum. Therefore several criteria can be used as guidelines, namely:

1. Criteria related to educational goals
2. Criteria related to the nature of the students

The activities that take place in organizing the curriculum are:

1. The academic calendar is prepared based on an activity program plan that will last for the next year and is based on the needs and ideas of the school principal and teachers.
2. Preparation of a lesson schedule based on the teacher's teaching obligation of 5 days/week and the results of joint deliberations between the principal and the teacher.
3. Setting teacher duties and obligations based on togetherness, fairness, and not causing problems, based on teacher expertise and interest, minimum workload and expertise.
4. Next is compiling a school activity program based on the school's mission, vision and goals.

### **Implementation**

Implementation is a curriculum implementation activity carried out by the teacher in the teaching and learning process. Curriculum implementation is the curriculum program developed in the previous stages, then tested with implementation and adapted to the situation and characteristics of students, both their intellectual, emotional and physical development.

In this tap, the teacher has a vital role because the teacher coordinates the situation in the classroom. The teacher will deliver lessons based on the curriculum that has been made. If the teacher is not professional, this will also be a problem and one of the causes of the educational program not working correctly.

### **Supervision**

Supervisory activities must be carried out to monitor the course of curriculum administration properly. This supervision aims to ensure that all implementation goes according to plan. This supervision is essential in an administration because it monitors the running of a process correctly and according to purpose without any problems or deviating from what is expected. According to Afriansyah (2019), the monitoring process is carried out by checking to ensure everything is going according to plan.

### **Evaluation**

Evaluation is the final stage in curriculum administration. The curriculum that has been created and implemented will be evaluated. The purpose of the evaluation is to assess the effectiveness of the curriculum and to determine the success of the curriculum that has been made. In addition to the results of the evaluation, it will be used as a benchmark for curriculum improvements that will be made in the future.

In line with the opinion of Hamit Hasan (2009: 42-43), which describes the objectives of curriculum evaluation as follows:

1. Provide information regarding the development and implementation of a curriculum as input for decision-making.
2. Determine the level of success and failure of a curriculum and the factors that contribute to a particular circle.
3. Develop various alternative problem solving that can be used in efforts

to improve the curriculum.

4. Understand and explain the characteristics of a curriculum and the implementation of a curriculum.

Curriculum evaluation is critical. If a curriculum is not evaluated, then we will not know how far the curriculum has been achieved, and we will also not know what is lacking and must be corrected for the future curriculum.

## **The role of the teacher in implementing the curriculum**

### **Implementers**

The point is that the teacher plays a role in carrying out the existing curriculum and his role as a teacher. Here a teacher only accepts various curriculum-formulating policies. In curriculum development, teachers are considered technical personnel who are only responsible for implementing various existing provisions. Moreover, the teacher has no right to determine the curriculum content or curriculum targets. So that the curriculum implemented is uniform from one region to another. Therefore, teachers are only implementers of the curriculum, so the level of creativity and innovation of teachers in engineering learning is fragile. Teachers need to be more motivated to carry out various reforms; teaching is seen as a professional job but as a routine or daily task.

### **Adapters**

Adapters are more than a curriculum; but also a curriculum aligned with the characteristics and needs of students and regional needs. Teachers are given the authority to adapt the existing curriculum to the characteristics of the school and local needs. Here, the teacher can slightly adjust the existing curriculum to the concepts and needs of each of these academic units.

### **Developers**

The teacher acts as a curriculum developer and has authority in curriculum design. The teacher can not only determine the objectives and content of the lesson but also determine what strategies are suitable for the learning process. Here, the teacher can be more flexible in compiling a curriculum that is by the characteristics of students and the vision and mission of the school.

### **Researchers**

That is, the teacher acts as a curriculum researcher. Teachers have professional duties as teachers who are responsible for improving their performance as teachers. In carrying out his role as a researcher, the teacher is responsible for testing various curriculum components, for example, testing curriculum materials, testing program effectiveness, testing learning strategies and models and collecting data on student success in achieving curriculum targets.

## **CONCLUSION**

The curriculum is a set of plans and arrangements regarding content and learning materials and the methods used as guidelines in implementing the teaching and learning process to achieve educational goals. The curriculum guides teachers in carrying out educational activities to achieve educational goals. The curriculum has a critical position in education because it is the curriculum that regulates and directs so that educational goals can be achieved and not deviate from the goals that have been planned. In addition, in implementing the curriculum, monitoring and evaluation must be carried out to review the extent of the effectiveness and success of the curriculum. This also aims to be a curriculum improvement for the future. From here, we can see the importance of an education curriculum. Moreover, ensure that the teacher also has a vital role in curriculum administration, where the teacher plays a role in

implementing the curriculum in teaching and learning activities.

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