

Revealing Implementation of an Integrated Curriculum in Indonesian School.

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Abstract

The curriculum plays a very important role in education as a guide for future educational goals so that it runs better and maximally. In the application of the curriculum, it is developed in schools to adapt to environmental conditions and needs. These 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. Developing 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 improve knowledge; both obtained from formal and informal institutions. For knowledge improvement, proper 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 importance of the role of the curriculum in achieving educational goals. This study is a qualitative descriptive method. Descriptive qualitative research is research with data collected in words and not numbers. This study has three objectives, namely (1) revealing the concept of an integrated curriculum in schools by a model that is suitable within a single discipline, (2) implementation of an integrated curriculum in schools by a model that is suitable within a single discipline, and (3) Evaluation of an integrated curriculum in the school by a model that is suitable within a single discipline.

Keywords: *Curriculum, Integrated Curriculum, Evaluation Curriculum, Curriculum in School.*

1. Introduction

The curriculum is one of the important components in implementing education to achieve educational goals. The curriculum is a plan used as a guide or handbook in teaching and learning activities (Kattington, 2010). So the curriculum is a 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 also develops to meet the demands of education.

In Indonesia, the level of education is still low. It is evident from the service conducted by the Organization for Economic Co-operation and Development (OECD) on the quality of education. Indonesia is ranked 69th out of 76 OECD member countries (Kopong, 1995). It is certainly a strong blow for Bangka Indonesia, wherewith various natural resources exist but are not supported by quality human resources. It has also resulted in various losses for the Indonesian state, one of which is that many Indonesians belong to the lower middle economic level. This condition is quite worrying (Kopong, 1995).

Indonesia always strives to improve the quality of its education, one of which is by changing the curriculum. In Indonesia, various curriculum changes have often been made. The 2006 KTSP (education 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, as a way of effort to overcome educational problems, the curriculum must also have management called curriculum administration. Many need to be made aware that the success of education depends only on the teacher or the facilities and infrastructure. In addition to the objectives, a curriculum administration regulates the implementation of these activities. In managing the curriculum, experts in their fields are also needed. Otherwise, all activities in the education unit will not run well and are directed by educational goals.

Indonesia has an outstanding potential to become a country that progresses with quality human resources. However, this cannot just happen. There are many obstacles and problems faced by education in Indonesia. One such problem is curriculum administration. To achieve the expected educational goals, there must be good curriculum management. However, many people think that curriculum administration is less important. For education to run well, we need curricula as the guideline. We must understand that the curriculum is the heart of education. For this reason, good curriculum administration is needed to achieve educational goals.

This paper is the result of research that attempts to unravel the theoretical gap of integrated curriculum development and its practice in schools that implement integrated curriculum development. It is expected that theoretical and practical contributions will be met

for easy understanding of integrated curriculum development for schools or madrasas in need. And this paper is the result of research that attempts to unravel theoretical gaps in integrated curriculum development and practice in schools that implement integrated curriculum development.

2. Methods

The method used in this study is a qualitative descriptive method. Descriptive qualitative research is research with data collected in words and not numbers (Creswell, 1991). This study has three objectives, namely (1) revealing the concept of an integrated curriculum in schools by a model that is suitable within a single discipline, (2) implementation of an integrated curriculum in schools by a model that is suitable within a single discipline, and (3) Evaluation of an integrated curriculum in the school by a model that is suitable within a single discipline.

3. Result and Discussion

a. Understanding Integrated Curriculum

According to Oemar Hamalik (1990), there are three essential roles: curriculum, as follows;

a. Conservative role: The curriculum can be used to transmit the values of the past cultural heritage which are still relevant to the present to the younger generation. This conservative role essentially places a past-oriented curriculum. This basic role is adapted to the fact that education is essentially a social process. One of the tasks of education is to influence and foster student behavior through the social values of living in the community.

b. Creative Role: The curriculum must be able to develop something under the 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 that exists in him to acquire new knowledge, new abilities, and new ways of thinking needed in his life.

c. **Critical and Evaluative Role:** Developments that occur in the present and future does not necessarily follow the needs. Therefore, the role of the curriculum is not only to pass on existing values and culture or to apply the results of new developments. The curriculum also assesses and chooses values and culture, and new knowledge to be inherited. In this case, the curriculum must actively participate in social control or filtering. Social values that are no longer by current conditions and demands are removed, and modifications or improvements are made.

Curriculum and education are a relationship that cannot be separated as it is known that the curriculum acts as a guide in implementing education. If there is no curriculum, then there is no education that can be implemented and educational goals will not be realized, as a guideline for the implementation of education, in addition to the curriculum always adapted to the existing situation and circumstances. The curriculum is structured systematically, clearly, and in detail with the aim that it is easy to understand and use as an implementation guide teaching and learning process.

1.1 Planning is the initial stage in curriculum creation.

Planning is a process for making decisions about educational goals that must be achieved and the learning experiences that students must obtain in the curriculum (Richards, 2002). The principles in curriculum planning are as follows.

1) The principle of relevance. The curriculum must be relevant or appropriate to society's characteristics, needs, and development. The meaning of relevance here is the compatibility between the components contained in the curriculum that show curriculum integration.

2) The principle of effectiveness. Effectiveness is defined as a condition that shows the level of success or achievement of a goal to be achieved. The curriculum is a description of the education system planning of government policies. The curriculum is used as a guide or reference in the implementation of education to achieve the desired goal.

3) Efficiency principle. The curriculum created must be as efficient as possible, wherein its implementation must be practical, easy to implement, using simple tools, and low cost. The curriculum there should not be a burden on the party implementing it.

4) The principle of continuity. It is because the child's learning process takes place continuously. Then the learning experience contained in the curriculum must also have a continuous nature between one level of education with the level above it, starting from the lowest level low with the simplest understanding to continue to proceed to the next level with more complex understanding.

5) Flexibility principle. In its implementation, the curriculum must adapt to existing conditions, such as school characteristics and the background of students. It is intended that students can receive the benefits of the educational process that he undergoes and is useful for preparing the successor of the nation that can compete in the future, although with different conditions and backgrounds.

According to Juniaria et al., P (2017), In curriculum planning, several activities are carried out.

- a. Outline the outline of the teaching program (GBPP) into subject analysis (AMP), Have an academic calendar, develop an annual program (Prota), prepare a semester program (Promissory Note) Learning unit program (PSP), And make a teaching plan (RPP)
- b. Organizing

After the planning process is complete, the next stage is organizing. Curriculum organization is the program structure curriculum in the form of a general framework of programs to be conveyed to students' a curriculum must contain statements and objectives, showing the selection and organization of learning materials and the design of the assessment of learning outcomes.

In the process of organizing this curriculum, often in preparing and planning the contents of the curriculum. Therefore, several criteria can be used as guidelines, such as 1) Criteria related to educational goals, 2) Criteria related to the nature of the students. Meyers & Nulty (2009) stated that the activities that take place in the organization of the curriculum

include the following.

- 1) The academic calendar is arranged based on a program of activities that will last for one next year and based on needs and results in the thoughts of principals and teachers.
- 2) Preparation of a lesson schedule is based on obligations to teach teachers five days/week and the results of joint deliberation between principals and teachers.
- 3) Arrangement of teacher duties and obligations based on togetherness and justice, and do not cause problems based on the skills and interests of the teacher, minimal workload, and expertise.
- 4) Next is to develop a program of school activities based on the school's mission, vision, and goals.

1.2 Implementation

Implementation is a curriculum implementation activity carried out by the teacher in the teaching and learning process (Evans & Behrman, 1977). Implementation curriculum is the application of curriculum programs developed in the previous stages, then tested with implementation and adapted to the situation and characteristics of the participant's students, both intellectual, emotional, and physical development (White, 1971).

In this stage, the teacher has a very important role because The teacher is the one who coordinates the situation in the classroom. The teacher will deliver lessons based on a well-defined curriculum made. If the teacher is not professional, then it will also be a problem and become one of the causes of the program not running well in education.

b. Integrated Curriculum Implementation

The implementation of the curriculum is realized in the teaching and learning process. It follows the principles and demands of the curriculum developed for a level of education or school (Richards, 2002). According to Richards (2002), teaching and learning process activities are closely related to assignments a teacher. These activities include (a) compiling program/unit implementation plan, (b) drawing up implementation schedule activities and lesson schedules, (c) filling in the progress assessment list for learning and student

development, and (d) filling out the report book student personality. In an integrated curriculum implementation approach, participant students are decision-makers and problem solvers. The process is seen as central to explaining behavior. Learners are different from each other. Meanwhile, the problem is the key to where the process begins. This is because problem-solving differs from each other. No two ways are the same. The students are not only developed as rounded personalities but are also prepared as individuals who can play a role in society. In addition, this approach allows collaboration between schools and society. (Oemar Hamalik, 2008: 60-62)

In implementing this curriculum, teachers are required to have the ability to implement various teaching and learning strategies that are under the characteristics of the curriculum. Learning that may be widely used, such as problem-solving, project methods, unit teaching, inquiry, discovery, and thematic approaches, are carried out in group and individual learning. Thematic learning is also one of the models in integrated learning which is a learning system that allows students, individually and in groups, to be active. Khalid Rahman - Integrated Curriculum Development in Schools, explores and discovers scientific concepts and principles in a holistic, meaningful, and authentic way. The integrated learning approach emphasizes the application of the concept of learning by doing something. Students will understand the concepts they learn through direct experience and relate them to others they have understood. (Rusman, 2009: 254)

The integrated curriculum is manifested in learning units, in which each unit is supported by some subjects or field studies. Each unit is a broad problem that needs to be solved, requiring material from every field of study. For these reasons, the order of materials, scope, and placement of materials for each unit must be designed based on the unit's needs and the implemented instructional system (Oemar Hamalik, 2008 p. 129). In more detail, according to Lias Hasibuan, the presentation of the curriculum integration can be done in the form of:

- a) "Unit curriculum," a unit curriculum at a certain level that integrates several subjects and functions as a component to examine a studied topic, learning with a multi-disciplinary approach.

b) "Project curriculum" is a curriculum in which certain materials relevant to subjects are combined to complete a project in the process of teaching and learning activities or solving a problem. (Lias Hasibuan, 2010: 58)

Implementation of curriculum development carried out by using the project method. In this case, students are allowed to plan and carry out or carry out project activities according to their interests and needs. Killpatrick, in Muhammad Ali, divides the projects that can be implemented as follows.

- a) Game projects such as drama, dance, or the like
- b) Excursion projects such as field trips to historical places, biological gardens, or the like.
- c) Story projects such as reading stories, listening to stories, or the like.

Meanwhile, according to Nana Syaodih (2005: 97) integrated curriculum development process as follows.

- a) Determine the themes (topics) that form a single unit (unifying theme), which can consist of a significant idea or concept that can cover all sciences or a work process of science, phenomena, natural, or social problems that need to be solved scientifically.
- b) Unifying learning activities from several disciplines. Activities learning involves the content and processes of one or more social sciences or behavior related to the chosen theme/ worked on.
- c) Unite several ways or learning methods. Study activities emphasized concrete experiences that departed from the interests and needs and adapted to local conditions.

The process of selecting topics to be included in the integrated curriculum takes the following steps.

- 1) Analyze each goal to determine the nature of the intent to be achieved and analyze the source of that goal from more general or higher goals.

2. choose the most relevant, functional, effective, and comprehensive topics to achieve the identified goals.

In the implementation of integrated curriculum development that in the form of integrated learning, several things need to be done, such as the following.

- a) Integrated Learning Objectives. The main objectives of integrated learning are: 1) increasing the efficiency and effectiveness of learning, 2) increasing interest and motivation 3) several basic competencies that can be achieved at once. (Trianto, 2007).
- b) Clarification of the Integration of Themes/Subjects. Integrated learning is differentiated based on the theme or material.
- c) Integrating Concepts in Integrated Learning

Integrating Concepts in Integrated Learning One of the keys to integrated learning consists of several. The field of study provides a learning environment that places students with a learning experience that can connect concepts from various fields of study. Integrated learning begins with determining the theme because the determination of the theme will help students in several aspects, such as the following.

- 1) Students who work with their groups will be more responsible, disciplined, and independent.
- 2) Students become more confident and motivated in learning if they successfully apply what they have learned.
- 3) Learners understand better and remember more easily because they listen, speak, read, write and carry out research activities on the problems they are studying.
- 4) Strengthening students' language skills on project assignments, collaboration, and interacting with friends, teachers, and the real world. (Roehrig et al., 2007)

Integrated Learning Implementation Strategy

The success of integrated learning will be more optimal if planning considers the condition and potential of students (interests, talents, needs, and abilities). Integrated learning development steps:

- 1) Determine the field of study to be integrated.
- 2) Studying competency standards and essential competencies from the field of study to be integrated.
- 3) Determination of a unifying theme between competency standards and basiccompetencies.
- 4) Create a matrix of basic competencies connectedness and unifying themes/topics.
- 5) The elaboration of basic competencies into the main material achievement of learning outcomes.
- 6) Develop an integrated learning syllabus from various subject areas of study.
- 7) Develop a learning implementation plan. The learning implementation plan is the realization of the student learning experience that has been determined in the integrated learning syllabus (Thorburn & Collins, 2003)

c. Evaluation Integrated Curriculum

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. The evaluation will be used as a benchmark for improved curriculum to be developed in the future. In line with the opinion of Evans & Behrman (1977), which describes the objectives of the curriculum evaluation as follows.

- 1) Provide information regarding the implementation of 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 certain circle.

3) Develop various alternative problem solving that can be used in curriculum improvement efforts

4) Understand and explain the characteristics of a curriculum and the implementation of a curriculum. Curriculum evaluation is very important. If a curriculum is not evaluated, we will not know how far the curriculum has been achieved, and we will also not know what is lacking and must be improved for the future curriculum.

3.1 Adapters

Adapters are more than a curriculum. They align the curriculum with the characteristics and needs of students and local needs. Teachers are given the authority to adapt the existing curriculum to the characteristics of the school and local needs. The teacher can adjust the existing curriculum with the conventions and needs of the education unit.

3.2 Developers

Teachers act as curriculum developers and have the authority to design curricula. Teachers can not only determine the objectives and content of the lessons delivered, but the teacher can also determine what strategies are suitable in the process of learning. The teacher can be more flexible in developing a curriculum under the characteristics of students and the vision and mission of the school.

3.4 Researchers

The teacher acts as a curriculum researcher. The teacher has professional duties of teachers responsible for improving performance. In carrying out their role as researchers, teachers are responsible for testing the various components of the curriculum, for example, testing curriculum materials, testing program effectiveness, testing strategies, learning models, and others, including collecting data on the success of students in achieving curriculum targets.

From some of the points above, it can be concluded that the curriculum design can be applied to in Integrated Curriculum.

Integrated curriculum means, in simple terms, the integration of an integrated curriculum or curriculum. According to S. Nasution, the word integration comes from integer,

which means unit. So that the integration in question is a combination, coordination, and harmony

This type of curriculum organization eliminates the boundaries between various subjects and presents the subject matter in units or as a whole. All subjects must present a coherent subject. In organizations, it is hoped that it can bring students unanimous knowledge related to specific problems. So far, we all know that the subjects at school still show incompatibilities between subjects.

This curriculum integration can be done through unit teaching or integrated lessons. According to Caswell, in Nasution, unit teaching is a series of related activities engaged by children in the process of realizing a dominating purpose that is compatible with the aims of education. Integrating all these subjects can be done by focusing the subjects on one particular problem with alternative solutions through various disciplines or subjects that are needed so that the boundaries between subjects can be removed.

By applying problem studies in developing the curriculum, it is easy to integrate lessons.

For example, Islamic religion class XII majoring in science enters the discussion about Isra 'Mikraj so that that event can be explained in physics lessons about speed. The speed of the Prophet Muhammad during the Isra' Mikraj was so high that it seemed unreasonable. In physics, there is such a thing as infinite speed. Infinite speed can only occur if the object has no density. This density can be explained in chemistry lessons or in other subjects.

Advantages of Integrated Curriculum

- (a) Studying subject matter through problem-solving by combining several subjects to solve a topic or problem.
- (b) Provide opportunities for students to learn according to their talents, interests, and potential.
- (c) Provide opportunities for students to solve problems comprehensively and can develop collaborative learning.
- (d) Can help improve the school and community relationship.

(e) Can eliminate the boundaries contained in other curriculum patterns.

4. Conclusion

The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the methods used as guidelines in the implementation of 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 crucial position in education because it is the curriculum that regulates and regulates. Therefore, educational goals can be achieved and stay consistent with planned goals. Apart from that, the implementation curriculum must be monitored and evaluated. This process reviews the extent to which the effectiveness and success of the curriculum. It also aims to be an improvement in the curriculum in the future. In this case, the importance of being an education curriculum can be seen. Moreover, make sure to notice it too that teachers also have an essential role in curriculum administration where the teacher plays a role in implementing the curriculum in teaching and learning activities.

Implementation of an integrated curriculum is based on an integrated curriculum document. The implementation of the integrated curriculum is manifested in learning units. Each of the units is supported by several subjects or fields of study. The learning process is also carried out in an integrated manner, both methods, strategies, sources, media, and simple exhibition and research practices done in the field

Integrated curriculum evaluation is carried out based on the planning and implementation. These can be carried out through test and non-test evaluation models. The models consist of written and oral forms, performance observations, attitude measurements, assessment of work results in assignments, projects, and/or products, use of portfolios, and self-assessment.

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