

CURRICULUM

Prof. DR. Nuryani Rustaman, M.Pd

Diana Rochintaniawati, M.Ed

A stylized silhouette of a mountain range in a darker shade of teal, located at the bottom right corner of the slide.

DEFINITION OF CURRICULUM

Five definition of curriculum currently used
(Parkay, 2006):

- ◆ A course of study (derived from Latin *curre*/*run* a course)
- ◆ Course content (information or knowledge that students are to learn)
- ◆ Planned learning experiences
- ◆ Intended learning outcomes, the *result* of instruction as distinguished from the *means* (activities, materials, etc) of instruction
- ◆ All the experiences that students have while at school or in nonschool educational program

Curriculum (Parkay, 2006)

Curriculum is all of the educative experience learners have in **educational program**, the purpose of which is to achieve broad goals and related specific objectives that have been developed within a framework of theory and research, past and present professional practice, and the changing needs of society.

educational program in above definition means that the curriculum is planned program developed by teachers and other professionals.

What is the function of curriculum ?

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graph LR; A([What is the function of curriculum ?]) --> B[curriculum as learning outcomes]; A --> C[Curriculum as subject matter (biology, chemistry) or fact, concept, theory, law]; A --> D[Curriculum as learning experiences];
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curriculum as learning outcomes

Curriculum as subject matter (biology, chemistry) or fact, concept, theory, law

Curriculum as learning experiences

Development of Curriculum In Indonesia

1964 curriculum : subject based curriculum
(concept, theory, law student learned

1975 curriculum: Objective based curriculum
Not only emphasis to subject matter but also emphasis
to intended learning outcomes.
In science → SAPA → science process skill

1984 curriculum: Process based curriculum (emphasis to
how student gain knowledge by active learning and student centered
In teaching learning activity). There was no practicum in Science

1994 curriculum: basic of competence based curriculum (broad based + competency based). In science: concept approach, inquiry, environmental Approach, science process skill.

2004 curriculum : Broad based + competency based + productivity

2006 curriculum: KTSP

Ministry regulation
Content Standard
no. 22 year 2006

Ministry regulation
Competence outcome Standard
No. 23 year 2006

KTSP

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graph TD; A[Ministry regulation Content Standard no. 22 year 2006] --> D[KTSP]; B[Ministry regulation Competence outcome Standard No. 23 year 2006] --> D;
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The diagram illustrates the components of the 2006 curriculum. At the top, a box states '2006 curriculum: KTSP'. Below this, two boxes represent the regulatory standards: 'Ministry regulation Content Standard no. 22 year 2006' on the left and 'Ministry regulation Competence outcome Standard No. 23 year 2006' on the right. Arrows from both of these boxes point towards a central box labeled 'KTSP', indicating that both standards contribute to the overall curriculum framework.

Ministry regulation
Content Standard no. 22
year 2006

Level	Overview
Elementary Education	To know and appreciate science and technology as well as empowering thinking attitudes such as critical thinking, and creative thinking
Junior High School	To achieve basic competency of science and technology as well as empowering scientific thinking such as critical thinking and creative thinking
Senior High School	To achieve advance competency of science and technology as well as empowering scientific thinking such as critical thinking and creative thinking

Ministry regulation
Competence outcome Standard
No. 23 year 2006

Elementary School

1. Do the observation to the nature and tell the experiment in oral and written
2. Comprehend classification of animal and plant, as well as their function for human, effort of environment sustainability and interaction between living thing and its environment
3. Comprehend part of human body, animal and plant, as well as their function and changes in living organism.
4. Comprehend characteristics of object and its component, changes in form and its uses.
5. Comprehend various form of energy, its changes and its uses
6. Comprehend sun as a central of solar system, changes of earth surface as well as relationship between human activities and its consequences

Ministry regulation
Competence outcome Standard
No. 23 year 2006

Junior High School

1. Do the observation using appropriate tools, do the experiment which appropriate with the procedure, record data in form of table or graph, make conclusion and communicate orally and writtenly based on fact.
2. Comprehend biological diversity, classification of diversity based on its conservation and interrelationship among living organism in ecosystem
3. Comprehend organ system in human and living organism sustainability
4. Comprehend the concept of matter, various form and characteristics of matter, its changes and its uses
5. Comprehend the concept of force, energy, waves, optic, electrical, magnet, and their uses in daily life.
6. Comprehend solar system and the process occurring in solar system

Senior High School:

1. Propose problem, propose and test hypothesis, identify variable, design instrument, using various tools to do the experiment, collect and presented data systematically, make conclusion based on fact and scientifically communicate the result of experiment orally or writtenly.
2. Comprehend biological diversity and its classification, role of biological diversity for organisms sustainability.
3. Analyse relationship among ecosystem component, changing of matter and energy, as well as human's role in ecosystem sustainability
4. Comprehend the concept of cell and tissue, relationship organs' structure and function, disfunction and diseases in organ system as well as its implication in science, technology and society.
5. Comprehend factors affecting growth and development, the process of metabolism and heredity, evolution and its implication with science, environment, technology and society (SETS)
6. Comprehend principle of biotechnology and its implication to SETS

KTSP

- ◆ WHAT IS KTSP?
- ◆ WHY KTSP?
- ◆ HOW TO MAKE KTSP?

SYLLABI/SYLLABUSES

- ◆ Syllabus is a guidance to conduct teaching learning activity including classroom management as well as evaluation.
- ◆ Syllabus consists of elements: indicators, concept, learning activity, media and evaluation for one Standard competency.
- ◆ Example of Syllabus Format

Syllabi Format

LEVEL/CLASS :
 STANDARD COMPETENCE :
 TIME ALLOCATION : 4 x 45 MINUTE

BASIC COMPE TENCE	TOPICS	LEARN- ING ACTIVI- TY	INDI- CATORS	ASSESS MENT	TIME ALLOCA TION	SOURCE OF LEARN- ING
				Type of assess- ment: Form of assess- ment:	2 X 45 minute	

LESSON PLAN

- ◆ Lesson plan is planning which give an overview of procedure and teaching learning activity management of one or more competency.
- ◆ Lesson plan is used to carried out teaching learning process in detail for one meeting.
- ◆ Lesson plan consisted of: indicator, objectives, content analysis, steps of teaching learning process, and evaluation.
- ◆ Example of Lesson Plan format

LESSON PLAN FORMAT

Subject : Biology
 Level/semester : VII / 2
 Standard competence : 5.
 Basic competence : 5.1.
 Method : Discussion
 Indicators :

NO	OBJECTIVES	CONTENT ANALYSIS	LEARNING ACTIVITIES	TIME ALLOCATION	PRODUCTIVE QUESTION	EVALUATION
			Set Induction			
1.			Main activities			
2.						
			Closure			

Four Elements of Set Induction

- ◆ Attract students attention
 - ◆ motivates student
 - ◆ exploring students prior knowledge and connecting to the subject learnt
 - ◆ State the objectives
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