

# CURRICULUM

Diana Rochintaniawati, M.Ed



# DEFINITION OF CURRICULUM

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

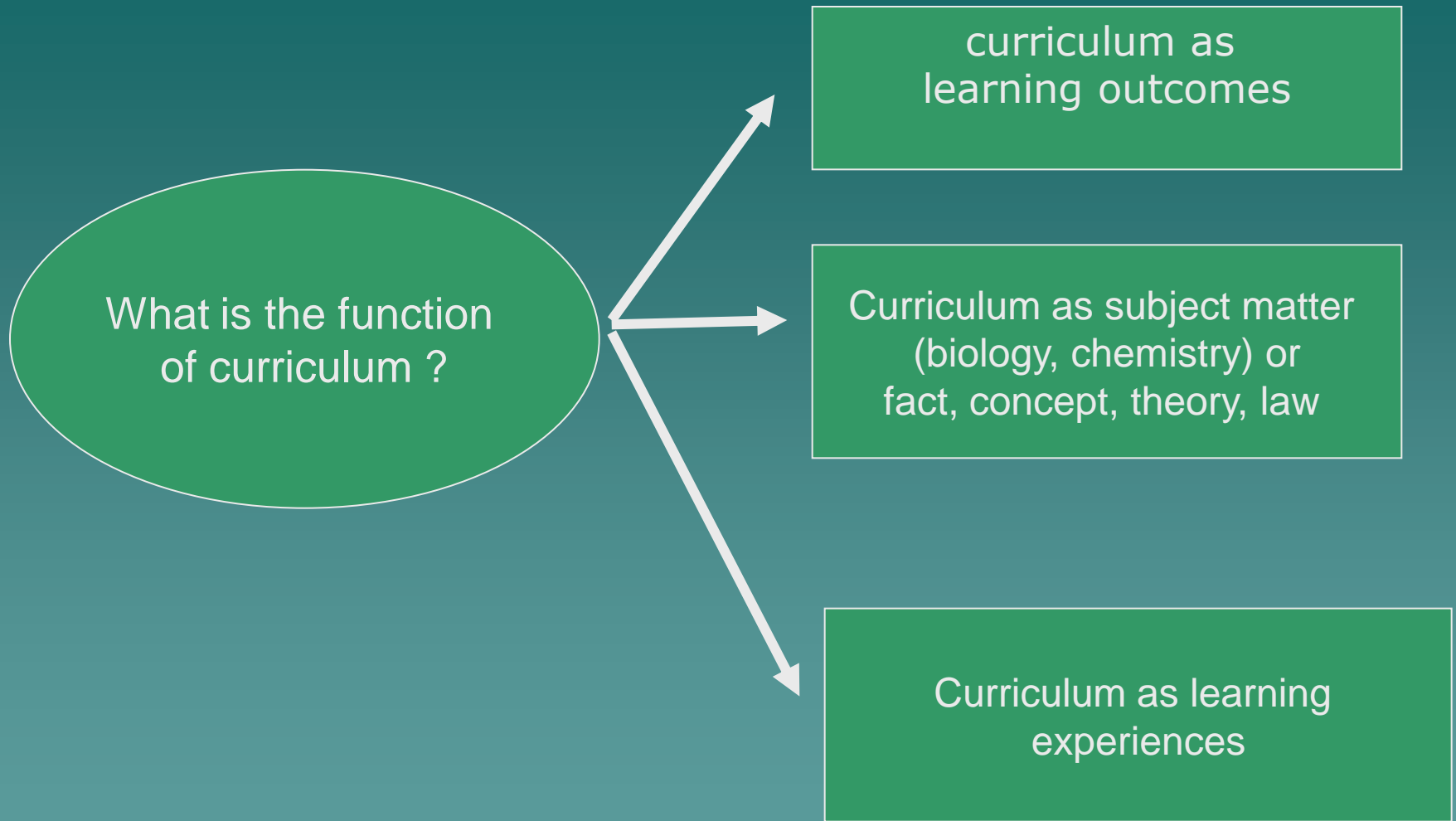
- ◆ A course of study (derived from Latin *currere*/run a course)
- ◆ Course content (information or knowledge that students are to learn)
- ◆ Planned learning experiences
- ◆ Intended learning outcomes, the *result* of instruction as distinguished from the *means* (activities, materials, etc) of instruction
- ◆ 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.**

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# 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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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
Juniof 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?
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# 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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