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English
Curriculum
Development

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Everything interesting begins
in your mind

PREFACE

The focus of this book is to give an overview of the curriculum design and development both theory and practice. It is intended for both beginners (students), who can gain an insight into what is involved in developing curriculum and more experienced teachers who may want a refresher course or new design ideas and development particularly in Islamic Higher Education. Earlier versions of this book are selected articles that have been published in journals and proceeding books.

The book is divided into six sections. It describes and examines the process of curriculum development in language teaching in order to acquaint language teacher with fundamental issues and practices in language development. Section one is Key issues in designing english language curriculum syllabus. Section two, The syllabus model development of general English Course. Section three, Integrating local culture into English teaching for Islamic Studies. Section four, Designing alternative assessment in the language learning classroom. Section five, Using multivultural perspective in tachig English for islamic Studies. And Section six, Using concept map in teaching academi writing. The

book tries to provide as many examples as possible of how some of the practical problems in language program development have been addressed by teachers in schools.

I would like to thank my colleagues and students at my university. This book would not have been written in the first place if it were not for their influence. I am very grateful to them. Finally , I would like to express my deep appreciation to my wife Rahima, S.Ag, MA who is given me her support and shared her experience in teaching foreign language at schools.

Puri Angrek Serang, June 2017

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INTRODUCTION:
Curriculum theory and practice

Curriculum refers to one of the largest and the most diverse set of activities within the field of education. The organization of schooling and further education has long been associated with the idea of a curriculum. Many universities and colleges have departments and programs, there are the state, provincial, district and schools board divisions and department of the curriculum. Many people feel that curriculum design is very complicated. It is true for people who don't really know what curriculum is. The scope of a curriculum is so broad that it consists of a diverse array of established academic and practical communities of subfield and specialization. Broadly speaking, what actually is curriculum, and how might it be conceptualized? I will explore briefly the curriculum theory and practice and its relation to formal education.

Some of the definitions refer to schooling or education. It should be recognized that our current appreciation of curriculum theory and practice emerged in the school and in relation to other schooling ideas such as subject and lesson. It is necessary to clarify the terminology used in Indonesia Educational System (Act. 20/ 2013) that curriculum *is*

Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. A curriculum is a set of plans and arrangement of aims, contents, and material as well as the way used as guidance in implementing learning activities to reach a particular educational goal. These remained the important curriculum questions throughout the medieval world. The questions for the designers of curricula may be formulated as "What should the curriculum contain?" and, following the answers to that question, "What is the best way to organize these contents?"

I will indicate briefly two examples of the early appearance of methodology questions becoming important in the curriculum. The first is practical and the second more general and theoretical. I am going to look at five ways of approaching curriculum theory and practice: Curriculum as s syllabus to be transmitted; Curriculum as an attempt to achieve certain ends in students – product; Curriculum as a process, Curriculum as praxis, and curriculum as a Context.

Many people still equate a curriculum with a syllabus. Syllabus, naturally, originates from the Greek (although there was some confusion in its usage due to early misprints).

Basically, it means a concise statement or table of the heads of a discourse, the contents of a treatise, the subjects of a series of lectures. In the form that many of us will have been familiar with, and it relates to courses leading to examinations.

The dominant modes of describing and managing education are today couched in the productive form. Education is most often seen as a technical exercise. Objectives are set, a plan drawn up, then applied, and the outcomes (products) measured. It is a way of thinking about education that has grown in influence in Indonesia, for instance, 1994 National Curriculum, and Schools Base Competence(SBC) in 2004. A familiar, and more restricted, example of this approach can be found in many training programs, where particular tasks or jobs have been analyzed, broken down into their component elements, and lists of competencies drawn up. In other words, the curriculum was not the "process orf learning," but the product of systematic study. In other words, the curriculum as product model is heavily dependent on the setting of behavioral objectives

The curriculum, essentially, is a set of documents for implementation. Another way of looking at curriculum theory and practice is via process. In term of curriculum is not a physical thing, but rather the interaction of teachers, students

and knowledge. In other words, curriculum is what actually happens in the classroom and what teacher do to prepare and evaluate. What we have in this model is a number of elements in constant interaction.

When the curriculum as process, teachers enter particular schooling and situations with an ability to think critically, in action an understanding of their role and the expectations others have of them, and a proposal for action which sets out essential principles and features of the educational encounter. Perhaps the two major things that set this apart from the model for informal education are first, the context in which the process occurs (particular schooling situations); and second, the fact that teachers enter the classroom or any other formal educational setting with a more fully worked-through idea of what is about to happen.   When curriculum theory and practice came into use by educators (as against policy-makers), It was essentially as a way of helping them to think about their work before, during and after interventions; as a means of enabling educators to make judgments about the direction their work was taking.

Curriculum as praxis is, in many respects, a development of the process model. While the process model is driven by general principles and places an emphasis on

judgment and meaning making, it does not make explicit statements about the interests it serves (Grundy, S., 1987). It may, for example, be used in such a way that does not make continual reference to collective human well-being and to the emancipation of the human spirit. The praxis model of curriculum theory and practice brings these to the center of the process and makes an explicit commitment to emancipation.

Curriculum in context, it is needed to pay further attention to the social context in which it is created. One criticism that has been made of the praxis model is that it does not place a strong enough emphasis upon context. This is a criticism that can also be laid at the door of the other approaches. Curriculum in this term is what actually happens in classrooms, that is, 'an ongoing social process comprised of the interactions of students, teachers, knowledge and milieu. It defines curriculum as the attempt to describe what happens in classrooms rather than what actually occurs and the attention to its setting or context. Curriculum is contextually shaped and it is focusing on the interaction that brings out the significance of context.

Curriculum between formal and Informal education

The notion of curriculum provides a central dividing line between formal and informal education. They contend that curriculum theory and practice was formed within the schooling context and that there are major problems when it is introduced into informal forms of pedagogy. The adoption of curriculum theory and practice by some informal educators appears to have arisen from a desire to be clear about content (Jeffs, T. & Smith, M. eds, 1990). There are crucial difficulties with the notion of curriculum in this context. These center around the extent to which it is possible to have a clear idea, in advance (and even during the process), of the activities and topics that will be involved in a particular piece of work.

At any one time, outcomes may not be marked by a high degree of specificity. In a similar way, the nature of the activities used often cannot be predicted. It may be that we can say something about how the informal educator will work. However, knowing in advance about broad processes and ethos isn't the same as having a knowledge of the program. thus, it is concluded that approaches to the curriculum which focus on objectives and detailed programs appear to be incompatible with formal or informal education.

Curriculum Design in Indonesia

The national curriculum in Indonesia has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004 and 2006. The changes are a logical consequence of the change of political system, socio-cultural, economic, science and technology in society and nation. All national curriculum was designed based on the same foundation, namely Pancasila and the 1945 Constitution, the difference in emphasis of the basic education goals and approaches to make it happen.

After Indonesian independence, in the implementation of educational curricula known several times that a simple curriculum (1947-1964), curriculum reform (1968 and 1975), the skills-based curriculum (1984 and 1994), competency-based curriculum (2004 and 2006), and Curriculum 2013 (K-13). The Indonesia curriculum 2013 has four elements related to Tyler concept of curriculum design (1994). They are four key points as follows:

First, the aims of education are shown in *Kompetensi Inti* (Core competency). There are fourcompetency; spiritual competency, social competency, knowledge competency and skills competency (Kementrian Pendidikan Nasional, 2013) The core competency can be operationalized by Basic

Competency (KD) which can describe more to core competency designed by this act.

Second, according to Ministry Regulation No 64 the content of English subject in Curriculum design for Senior high school are: Text of Advertisement, recount, narrative, explanation, report, descriptive, proverb, riddle, sing, brochure, leaflet, banner, pamphlet, factual report, biography, exposition, hortatory, poetry, interpersonal, transactional, and functional and informational literacy and the text structure of interpersonal, transactional and functional (*Kementrian Pendidikan Nasional, 2013).*

Third, the Teaching Methodology of Curriculum Design. According to Indonesia Educational Ministry on Process standard that there are the four strategies on teaching methodology. They are: Scientific Approach, Inter-subject Thematic, Inquiry, and Problem BasedLearning. *Pengetahuan diperoleh melalui aktivitas" mengingat, memahami, menerapkan, menganalisis, mengevaluasi, mencipta. Keterampilan diperoleh melaluiaktivitas" mengamati, menanya, mencoba, menalar, menyaji, dan mencipta." Karaktersitik kompetensi beserta perbedaan lintasan perolehan turut serta mempengaruhi karakteristik standar proses. Untuk memperkuat pendekatan ilmiah (***scientific**),*

*tematik terpadu (***thematic*** antarmata pelajaran), dan tematik (dalam suatu mata pelajaran) perlu diterapkan pembelajaran berbasis penyingkapan/penelitian (***discovery/inquiry learning***). Untuk mendorong kemampuan peserta didik untuk menghasilkan karya kontekstual, baik individual maupun kelompok maka sangat disarankan menggunakan pendekatan pembelajaran yang menghasilkan karya berbasis pemecahan masalah (***project based learning***).*

Fourth, authentic assessment is the main assessment in Curriculum 2013. The authentic assessment is an assessment system which measure comprehensively from input, process and output in learning. (Kementerian Pendidikan, 2013).

In summary, in light of the complicated nature of curriculum, it can be simply say that curriculum is all about through philosophical and practical explanations; however, the understanding of curriculum is still not getting easier. It will never design any good curriculum until knowing the theory and the pratice of curriculum.

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