



PART OF CURRICULUM MATERIAL DEVELOPMENT

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PREFACE

We thank God for the presence of Allah SWT who has bestowed His mercy and grace upon us so that we have succeeded in completing the book entitled Part of Curriculum Material Development according to the target. This book contains how the process of planning and compiling curriculum by curriculum developers and the activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals. We realize that this book is still far from being perfect, therefore we always expect constructive criticism and suggestions from all parties for the perfection of this book.

Finally, we would like to thank all those who have participated in the preparation of this book from beginning to end. May Allah SWT always bless all our efforts. Amen.

Writer

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I. INTRODUCTION TO CURRICULUM DEVELOPMENT IN LANGUAGE TEACHING

A. Curriculum

1. Definition of Curriculum

Definition of curriculum by expert:

- a. Caswell and Campbell (1953), curriculum is composed of all the experience children have under the guidance of the teacher.
- b. Ralph Tyler (1957), curriculum is all of the learning of students which is planned by and directed by school to attain its educational goals.
- c. Cattington (2010), curriculum refers to the standards, benchmarks, and outcomes that delineate the content to be taught and learned in science classroom.
- d. Hilda Taba (1962), all curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and specific objective; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes."
- e. Robert Gagne (1967), curriculum is a sequence of content units arranged in such way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner.

According to some of the definitions of curriculum s above, is mandatory guidance that consists of some plans with standardization for all elements as a planning for all elements of the lessons and academic content taught in a school or in a specific course program. It includes aims, objectives, teaching content, teaching strategies, and all teaching-learning aids to cater to the totality of student experiences that occur during the educational process in order for learning to run smoothly and effectively.

2. The purpose of Curriculum

The purposes of curriculum are:

a. To be the Guidance

The term "guidance" refers to suggestions or knowledge offered by an expert to address a concern or enhance a situation. The process of assisting people in realizing and developing their potential is referred to as "guiding." The purpose of the guidance is to assist students in making wise decisions and plans concerning themselves, their education, and their career; the guidance is designed to provide lessons to students in terms of facilitating growth, development, and skills on a systematic basis. It gives students information that will help them make sound decisions now and in the future.

b. To be the Obligation

Obligation refers to any notes, bonds, debentures, or other proof of debt that the school has issued or incurred to pay for a project for which bonds have already been issued and are still outstanding. The purpose of obligation is to respect, protect, and fulfill the right to education in order to avoid actions that impede or prevent third parties from interfering

with the enjoyment of the right to education, as well as to assist individuals and communities in exercising that right.

c. To be the Planning

Each college student engages in planning, which entails self-evaluation, investigating and combining academic and professional options, and making decisions that are individually pertinent for the present and the future. The purpose of planning is to make decisions about what to learn, why to learn it, and how to organize the teaching and learning process while keeping the existing curriculum requirements and resources in mind.

d. To be the Standardization

Standardization makes the assumption that if everyone is exposed to the same kinds of educational circumstances (and that every instructor teaches in precisely the same way), the outcome will be that all students graduate with the same amount of knowledge. The purpose of standardization is to safeguard students' educational experiences and ensure that all students, regardless of where they live, have comparable school experiences that result in comparable learning outcomes.

3. Types of Curriculum

Eight types of curriculum are:

a. Written Curriculum

Written curriculum refers to a lesson plan or syllabus created by instructors, established in writing, and documented for use in the classroom. It must be pilot tested or tried out in primary schools to gauge the written curriculum's efficacy. The five key components of the written

curriculum are concepts, knowledge, skills, attitudes, and action. Another example is a curriculum that was developed with the help of teachers and subject-matter experts.

b. Taught Curriculum

A "taught curriculum" is defined as what teachers actually teach on a daily basis (Glatthorn, 2000). The decision-making process for the curriculum is vital since teachers are the ones who really carry out the curriculum. When teachers deliver a lecture, start a group project, or encourage pupils to carry out a laboratory experiment under their supervision, they are demonstrating the curriculum that is being taught. The curriculum taught to students by their teachers is known as "taught curriculum." Since they are the ones who actually implement the curriculum, teachers play a crucial role in its development. They make decisions on how to achieve the targeted learning goals while taking the needs of the students into consideration. They decide how much time to spend on a certain task or piece of content. Their capacity to apply their own teaching philosophy cannot be limited by external requirements such as external tests. Teachers are given a lot of power when it comes to curriculum, instruction, and the selection of teaching resources in certain countries, while having few alternatives in others.

c. Supported Curriculum

Tools, materials, and learning opportunities available inside and outside of the classroom are all part of a supported curriculum. The supporting curriculum addresses how the written curriculum should be implemented. The term "taught curriculum" refers to any lesson or activity done in a classroom. These resources consist of both physical and

human (teaching) resources (such as textbooks, workbooks, audiovisual aids, teacher guides, grounds, buildings, library books, and laboratory equipment).

d. Assessed Curriculum

In order to sustainably improve student learning, curriculum assessment entails gathering and analyzing data from a variety of sources. Exams, quizzes, and other evaluation methods are a few instances of curriculum that has been evaluated. Assessment identifies the knowledge, understanding, abilities, and feelings of pupils at distinct learning levels. Various assessment methods, including presentations, portfolios, demonstrations, and state- and federally mandated standardized examinations, can be used in this. Because assessments enhance learning and provide students the chance to reflect on what they already know, understand, and are capable of, they should be included in every unit of inquiry. The guidance, the tools, and the inspiration they require to enhance their competence, skill, and comprehension of how to learn are provided by the teacher's feedback to the pupils.

e. Recommended Curriculum

Recommended curriculum (also known as "ideological curriculum") The program developed by national educational stakeholders is known as the Recommended Curriculum. It is more broad-based and frequently contains administrative regulations. It identifies the knowledge, abilities, and subject matter that will be stressed throughout the learning process. Authorities typically give a suggested curriculum to schools as a policy proposal, complete with a list of objectives and a subject sequence that indicates graduation criteria.

f. Hidden Curriculum

The term "hidden curriculum" refers to the unstated, unofficial, and sometimes unexpected teachings, beliefs, and attitudes that pupils absorb in the classroom. The term "hidden curriculum" describes ideas that are unofficially and frequently mistakenly conveyed in our educational system. A concealed curriculum could be challenging for students from different backgrounds or cultures because they might find it challenging to integrate or feel unfairly graded. A hidden curriculum may be impacted by how time, money, and resources are allocated within a school or school district. For instance, if students are expected to learn French as part of their homework rather than Spanish or Arabic, they may come to the conclusion that French is a more advantageous language to learn.

g. Excluded Curriculum

What content is not taught in a course is referred to as "excluded curriculum." Sometimes the teacher willfully or unintentionally ignores some content or skill. Similarly, a teacher may avoid a detailed description of a topic for one or more reasons, such as evolution in biology. For example, some schools still don't provide any classes in local culture, history, gender or sex education, life education, or gender or sex education.

h. Learned Curriculum

A learner's curriculum is what students take away from a course. The learned curriculum is the most important because all of the previous curriculum would be meaningless without it. As a result, the taught curriculum is demonstrated when teachers give a lecture, initiate group work, or instruct

students to conduct a laboratory experiment under their supervision.

4. The Elements of Curriculum

The elements of curriculum are:

a. Curriculum Objectives

What must be done is outlined in the curriculum's aims, goals, and objectives. The curriculum's main objective is to develop a child's entire personality by including lessons that encourage:

- 1) Cognitive: having to do with knowledge and mental faculties,
- 2) Psychomotor: having to do with physical motor skills,
- 3) Affective: having to do with attitudes and feelings,
- 4) Interpersonal/social: refers to social interactions and people's ability to interact with others.

b. Content or Subject Matter

The word "content" is used in academic contexts to describe topic areas of study and the knowledge they include. On the other hand, a better definition of "subject matter" is the actual knowledge and instruction that will be imparted. Information that pupils will learn in school is included in the topic or subject matter. If the topic or material is chosen and organized in a way that supports learning processes, talents, and attitudes, it is crucial.

c. Learning experiences

Any class, course, program, or other activity in which learning takes place is referred to as a "learning experience." It is inquiry-based, supports social learning, aids in learner self-assessment, and gives the learner something of value.

Through experiential education, students are taught how to assess their actions, thoughts, and even emotional responses. This introspective thinking helps students strengthen their relationships with others, take care of their emotional needs, and get ready for the workforce. Additionally, it helps people make crucial decisions for their future.

d. Curriculum Evaluation

A crucial phase of curriculum creation is curriculum evaluation. It is possible to evaluate a curriculum's design, including its approach and content. A curriculum assessment performs two crucial tasks: it offers a way to collect information that can be utilized to enhance a course, and it also acts as a basis for choices on the adoption and effective use of curricula. The three distinct types of curriculum assessments are formative, summative, and diagnostic.

- 1) Formative assessment occurs when developing a curriculum and helps curriculum designers address issues,
- 2) Summative Evaluation: This is the evaluation of the curriculum as it stands after all required adjustments have been made,
- 3) A diagnostic examination includes identifying the cause of a shortfall after following the program.

B. Syllabus

1. Definition of syllabus

A syllabus was developed as a learning technique for a certain subject (SD). The syllabus contained everything KD related to the concept or subject of the lesson. A syllabus, a crucial document for teaching, outlines the key elements of a course, such as the subjects that will be taught, the weekly

schedule, the list of exams and assignments, and their corresponding weightings. In order to help students navigate their learning, a syllabus, or the way the course is constructively aligned, can specify links between learning objectives, assessments, content, and pedagogical practice. Since the syllabus serves as a communication tool for both the specifics and the overall alignment of your course, we take it into consideration.

2. Purposes of Syllabus

Parkes and Harris (2002) give a great overview of the purpose of a syllabus by breaking it into three categories:

- a. The syllabus as a contract
 - It acts as a contract between the teacher and the pupil,
 - Allows for the precise description of tasks,
 - Effective communication of class rules (late assignments, attendance, and so on).
- b. The syllabus as a permanent record
 - Accountability for program accreditation and course evaluation,
 - Illustrating the efficiency or inefficiency of the lecturers,
 - Act as a record of the course over time.
- c. The syllabus as a learning tool
 - Keep students informed about future course material,
 - Assist students in managing their own learning,
 - Set an example of professional thinking, writing, and excellent work.