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Components and Models of PAI Curriculum Development

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Article Info	ABSTRACT
	The curriculum as an educational design has a very strategic position in all aspects of educational activities. Given the importance of curriculum development in education, preparation should refer to a strong and strong foundation. The foundation of curriculum development is not only needed by curriculum (macro) or written curriculum which is often referred to as the ideal curriculum, but must also be understood and used as a basis for consideration by the curriculum implementer (micro), namely education supervisors and teachers and other parties related to the task of education management, as a material that will be used as an instrument in coaching the implementation of the curriculum in each type and the level of education. With this important position, curriculum development cannot be done carelessly, but must be based on various considerations, or foundations so that it can be used as a foothold in organizing the educational process, so as to facilitate the achievement of educational and learning goals more efficiently and effectively.

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INTRODUCTION

As a professional teacher, teachers are not only required to carry out their duties professionally. Teachers must master or understand the curriculum and textbooks as guidelines and means to facilitate learning. Many people think that becoming an educator is very easy, but actually to become an educator you must be able to understand and develop the curriculum.

The curriculum of Madrasah Ibtidaiyah is the same as the elementary school curriculum, only at MI there is a larger portion of Islamic religious education. In addition to teaching subjects such as elementary school, it is also supplemented with lessons Basic education is a level of education that underlies the secondary education level. Basic education is in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms. PP RI Number 19 of 2005 concerning National Standards of Education Competency Standards for Graduates is explained in article 26; The competency standards of graduates at the basic education level aim to lay the foundation of intelligence.

RESEARCH METHODS

The method behind this research is the qualitative methodology of Qualitative Research According to (Bogdan & Biklen, s 1992: 21) in the work (Sugiyono, 2020, pp. 88–89) Understanding the type of qualitative research is a research step that produces descriptive data in the form of writing or speech, as well as the behavior of the person observed. The type of qualitative research aims to gain a general understanding of social reality from the perspective of participants. This study uses a descriptive qualitative approach. This approach was chosen because it aims to understand the phenomenon in depth related to the Difference in Management of Educators and Education Personnel in Islamic Education Institutions, the design of this research is phenomenology and data collection techniques by participatory observation. The data analysis technique is carried out in several stages, data reduction, data display, conclusion andBikasi veri.

RESULTS AND DISCUSSION
Basics of Curriculum Development

Definition of Curriculum
The definition of curriculum according to the old view is a number of subjects that must be taken by students to obtain a diploma. The Implications:

a.   The curriculum consists of a number of subjects. Subjects are essentially past experiences.
b.   Shaping students to become intellectual human beings.
c.   Teaching means delivering culture to the younger generation.
d.   The goal is to obtain a diploma.
e.   It is a must for every student to study the same subject.
f.   The delivery system is a pouring system. New (modern) opinion

"Curriculum is interpreted to mean all of the organized cources, activities, and experiences which pupils have under direction of the school, wheter in the classroom or not.

1)   The curriculum does not only consist of subjects but includes all activities and experiences.
2)   There is no separation between intra- and extracurricular activities.
3)   Implementation of the curriculum, both inside and outside the classroom.
4)   Teachers need to use a variety of teaching and learning activities.
5)   The purpose of education is to shape a person and learn a way of life.

Difference between the old curriculum and the new curriculum:

a.   The old curriculum is oriented to the past, while the new curriculum is oriented to the present.

b.   The old curriculum is not based on a clear educational Bilsafat, while the new curriculum is based on a clear educational Bilsafat that can be taught into a series of concrete actions.

c.   The old curriculum is based on educational goals that prioritize the development of knowledge and skills, while the new curriculum aims to develop the entire personality of students to be able to live in society.

d.   The old curriculum was subject-centered, while the new curriculum was structured based on problems or topics, where students learned by experiencing themselves. The curriculum is structured in the form of broad fields of study or in the form of integration of all subjects.1

Curriculum components
The components of the curriculum are as follows:

1.   Purpose
2.   Material
3.   Organization/method
4.   Evaluation.

The Role of the Curriculum
Conservative role. The responsibility of the curriculum is to transmit social heritage to the younger generation.

Critical or evaluative roles. Educational institutions not only inherit existing cultures, but also assess and select cultural elements to be inherited. The curriculum is active

participate in social control and emphasize critical thinking.

Creative roles. The curriculum carries out creative and constructive activities, in the sense of creating and arranging something new according to the needs of the present and future in society.2

Curriculum Functions
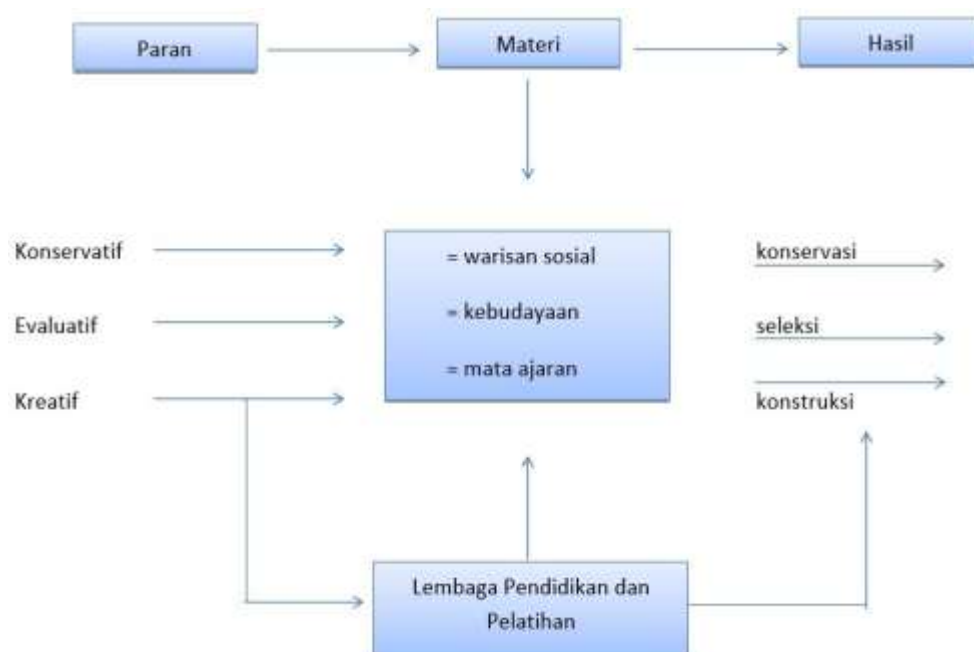**Role and Function of the Curriculum**

Figure 1. Role and Function of the Curriculum

Curriculum Study Approach
1.   Subject approach
2.   Interdisciplinary approach
3.   Integrative approach or integrated approach
4.   Systems approach.

Curriculum Philosophy and Purpose
The philosophy of education states something very important because it contains beliefs in the form of a series of ideals and values that are very good according to the view of society. The philosophy of education provides guidance on how to do or how to behave well in society.
The educational objectives and curriculum objectives:
The goal of national education is a general and broad educational goal that is to be achieved over a long period of time because this goal is the final goal in education. National goals are the foundation for all educational goals of all educational institutions, both formal, informal, and non-formal education, and apply throughout the country. The general purpose of national education is to guide Indonesian citizens to become Pancasila human beings who are personal, aware of integrity, aware of society, and able to cultivate the surrounding nature. Each educational institution has its own goals in accordance with the function of the educational institution concerned.
Curricular objectives are objectives whose achievement is charged to the program of a subject area, are based on institutional objectives, and are synchronous with the general objectives of education.5

Foundations of Curriculum Development
The curriculum is an important tool to achieve educational and training goals. One of the formulations proposes the concept that the curriculum is all activities and experiences that are the responsibility of the school, both those carried out within the school/madrasah (educational institution) environment and outside the school in order to achieve educational goals.
The curriculum is a component related to the learning experience that students must have. The content of the curriculum includes the types of fields of study taught and the content of the programs of each field of study The types of fields of study are determined on the basis of the institutional goals of the school concerned.6 The Gospel of Jesus
In the study of curriculum development models, there are various forms of organization and development procedures. In the writings described in this section, the curriculum model proposed as an alternative is the systemic curriculum development model. This is based on the idea that the systemic model is considered and assessed as a new model in systems and development procedures. Curriculum. After all, this model is better suited to the needs and demands of training centers. As a comprehensive system, the

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systemic model contains a number of complete and complete curriculum components, which provide certain conveniences, both for curriculum developers and for curriculum implementers in the field.

This section also describes the procedures and mechanisms for curriculum development that may be able to provide clearer instructions on how to develop the curriculum, especially for training center managers. The stages that must be suggested to be taken by curriculum developers should be further elaborated, and with the participation of various related parties. In this way, it is hoped that the training center can obtain a curriculum that can meet the request of the center as an institution implementing education and development in the field of manpower related to the relevant departments and non-departments.

These two main issues are of concern in the series of descriptions presented in this section, namely the concept of the curriculum development system and the curriculum development mechanism. It is recommended to the readers to further discuss the things that are considered necessary for the sake of enrichment and deepening. The entire description starts from the system approach.

This approach, in addition to having been cultured in the environment of structuring innovative scientific fields, with an integrated whole, a curriculum is manifested in a complete, round, and complete format.

The systems approach includes three main components. First, the input component consists of the target population, human resources, students' initial behavior, material sources, financing sources, and information sources. Second, the process component consists of the dimensions of the teaching program, delivery strategy, media, evaluation, and guidance. Third, the output component consists of educational outcomes, namely knowledge, skills, attitudes, and so on. With this approach, all components are interconnected, interacting with each other, interdependent, and breaking through each other to achieve a predetermined goal. This foundation and thinking is what we apply in the framework of this training curriculum development system.7

Curriculum Development Model

In the curriculum, models are often used using graBik to describe the elements of the curriculum, the relationships between elements, and the process of curriculum development and implementation. In principle, curriculum development revolves around the development of aspects of science and technology that need to be balanced with educational development. Humans, on the other hand, often have limitations in the ability to receive, convey and process information, therefore an accurate and selective curriculum development process is needed and has a strong level of relevance. Thus, in realizing it, a curriculum development model with an appropriate approach is needed

In the development of curriculum models, as far as possible it is based on constant factors, so that reviews of the models discussed can be carried out consistently. The constant factors that are intended are that in the development of the curriculum model it needs to be based on the objectives, lesson materials, learning and evaluation process that are depicted in the development process.

Curriculum development models include:
Ralph Tyler

In his book entitled Basic Principles curriculum and Instruction (1949), Tyler said that curriculum development needed to be treated logically and systemically. He seeks to explain the importance of rational opinions, analyze, and interpret the curriculum and teaching programs of an educational institution.

Furthermore, Tyler revealed that to develop a curriculum, it is necessary to place the following four questions:

a.   What educational purposes should the school seek to attain? (objectives).

b.   What educational experiences are likely to attain these objectives? (Instructional strategic and content)).

c.   How can these educational experiences be organized effectively? (organizing learning experiences).

d.   How can we determine whether these purposes are being attained? (assessment and evaluation).

Hilda Fat

In several books by Hilda Taba, the most famous and influential is Curriculum Development. Theory and Practice (1962). In this book, Hilda Taba reveals her approach to the curriculum development process. In her work, Taba modeledBikasi Tyler's basic model to be more representative of curriculum development in various schools.

In his approach, Taba advocated having more information about input at each step of the curriculum process. In particular, Taba advocates using dual consideration of the content (logical organization of the curriculum) and the individual of the student (the psychology of the organization of the curriculum). To

reinforce his opinion, Taba claimed that all curriculum is composed of basic elements. A curriculum usually contains several selections and organization of content; It is a manifestation or implication of learning and teaching patterns. Then, an evaluation program of the results will be carried out.

The steps in the curriculum development process according to Taba are:

Step 1   : Needs Diagnosis
Step 2   : Formulation of Trees
Step 3   : Content Selection
Step 4   : Content Organization
Step 5   : Selection of Learning Experience
Step 6   : Learning Experience Organization
Step 7   : determination of what to evaluate and how to do it.

Hilda Taba's development model focuses more on teachers' attention in developing the educational curriculum used in an educational institution9. Taba has an argument for something rational, as the next approach in curriculum development. Furthermore, in order to be more rational and scientific and an approach, Taba claims that decisions on fundamental elements must be made based on valid ones.

D.K Wheeler

In his influential book, curriculum process, Wheler (1967) has his own argument that curriculum developers can use a circular process, in which each element is interconnected and interdependent. The approach that Wheeler used in curriculum development was essentially rational. Each step is a logical development of the previous model, where in general a step cannot be taken before the previous steps have been completed.

CONCLUSION

Curriculum is an educational program provided by educational institutions (schools) for students. Based on the educational program, students carry out various learning activities, so as to encourage their development and growth in accordance with the educational goals that have been set.

A good curriculum is a curriculum that is sustainable in nature, the curriculum is designed in such a way that there is no gap that separates the basic education level from the next level of education. The core components of the curriculum include:

Objective components
Content/material components
Media components (facilities and infrastructure)
Strategy components
Components of the teaching-learning process

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