

SYLLABUS AND HANDOUT  
FOUNDATIONAL COURSE: CURRICULUM AND  
INSTRUCTION



DEPARTMENT OF CURRICULUM AND EDUCATIONAL  
TECHNOLOGY  
FACULTY OF EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION



## SYLLABUS

Course	: Curriculum and Instruction
Code	: KD303
Credit Units	: 3 CU
Department	: All Departments
Semester	: First/Second Semester
Lecture/Code	: Responsible Lecturer at the Faculty of Education

### A. COURSE DESCRIPTION

This course investigates the various theoretical aspects and practices related to curriculum and instruction. The function of this course is to equip students with the knowledge and an understanding of concepts and practices which are related to curriculum and instruction that can be applied in the learning process.

### B. THE LEARNING STRATEGY

#### 1. Learning Activities

In the process of learning, students must follow the activities below:

- a. Lectures, Question-Answer sessions, and Class discussions.
- b. Paper writing and presentation

#### 2. Evaluation of the Learning Outcomes

The students' success is determined based on the learning outcomes which include the following:

- a. Participation in class activities
- b. Paper writing and Presentation
- c. Field observation reports
- d. Mid term and end of Semester Examinations

## **C. MAIN DISCUSSIONS FOR EVERY MEETING**

### **1. Discussing the Syllabus (Course Orientation)**

Accommodating several suggestions from students for revision possibilities towards the main discussions taken to be important, appropriate with what is mentioned in the syllabus, in this meeting the objectives are also discussed, scope of coverage, learning procedures, there is an explanation about the tasks to be under-taken, the kind of exams to be followed including the type of questions and the way to finish or answer the questions and the sources of learning or reading for students.

### **2. Definition of the Curriculum Concept**

- a. The definitions of curriculum according to the varying experts of curriculum.
- b. The curriculum concept.
  - Curriculum as a plan for study
  - Curriculum as experience
  - Curriculum as learning outcomes
- c. Dimensions of the curriculum
- d. Functions and the roles of the curriculum

### **3. The Foundations of Curriculum Development**

- a. Philosophical foundation
- b. Psychological foundation
- c. Sociological foundation
- d. Technological foundation/ IPTEKS

### **4. Components of Curriculum Development**

- a. Curriculum as a system
- b. Objectives of the components
- c. Components of the material
- d. Component strategies
- e. Component evaluation

## **5. Principles of Curriculum Development**

- a. The general principles
- b. Specific principles based on the 2004 curriculum.

## **6. The Models of Curriculum Organization**

- a. Curriculum Model
  - Humanistic model
  - Academic model
  - Social Reconstruction model
  - Technological model
- b. The approach to curriculum development
- c. Kinds of curriculum organization

## **7. Curriculum Evaluation**

- a. Definition of curriculum evaluation
- b. Some of the models of curriculum evaluation

## **8. Basic Concepts on Learning/Instruction**

- a. The Learning concept
- b. The theories of learning
- c. The characteristics of Learning
- d. The concept of Teaching

## **9. The Components of Teaching or Instruction**

- a. Aims
- b. Material
- c. Strategy
- d. Media
- e. Evaluation

## **10. Principles of Teaching or instruction**

The principles for instruction emphasize attention and motivation, activeness and direct involvement/ experience, challenges, returns, and

strength, differences between individuals, the implication of the principles of learning towards instruction.

### **11. Approach and Model of Instruction**

- a. Approaches of instruction
- b. Models of Instruction

### **12. Teaching and Curriculum Innovations**

- a. Definition of innovation
- b. Characteristics of innovation
- c. Procedures of innovation development

### **13. School Based Curriculum Management**

- a. Definition of School curriculum management
- b. The implementation of school curriculum management
- c. The procedure of School curriculum development

## **SOURCES OF REFERENCE**

Tim Pengembangan Kurikulum dan Pembelajaran (2007), *Kurikulum dan Pembelajaran*, Bandung: Jurusan Kurteknep FIP UPI.

Sumber rujukan lain yang sesuai dipergunakan sebagaimana anjuran dari dosen pengampu di setiap Jurusan

Kurikulum Mata Pelajaran Bidang studi yang Relevan

## **COURSE DESCRIPTION**

### **COURSE: CURRICULUM AND INSTRUCTION**

Students from all education departments are expected to contract this course. The course investigates the various theoretical aspects and practices related to curriculum and instruction in general. The function of this course is to grind students into better professionals with knowledge and understanding of the concepts and practices related to curriculum and instruction to be applied in the learning process.

Learning strategy, in the process of this course, students are expected to follow all class activities which include: lectures, question-answer sessions, class discussions, and paper presentations. The success of students is to be determined by their performance in: class participation, paper presentations, observation reports, tests and examinations.

Main discussions for each meeting; first, how syllabus discussion (course orientation) can accommodate the various suggestions from students for revision possibilities towards the main discussions which seem to be important, appropriate with what is mentioned, in this meeting the objectives are also discussed, scope of coverage, learning procedures, there is an explanation about the tasks to be undertaken, the kind of exams to be followed including the type of questions and the way to finish or answer the questions and the sources of learning or reading for students. Second; the definition and concepts of curriculum from the different experts in curriculum, curriculum concepts, curriculum as a plan for learning, curriculum as experience, curriculum as learning outcomes, functions and roles of the curriculum. Third; the foundations of curriculum development, which include: foundations of philosophy, foundations of psychology, sociology and technological foundations. Fourth; the components of curriculum development: curriculum as a system, objectives of the components, materials of the components, component strategy, component evaluation. Fifth; Principles of curriculum development, general

principles, sixth; model and curriculum organization, curriculum model, humanistic model, subject model, academic model, social reconstruction model, technological model, approach in curriculum development, types of curriculum organization. Seventh, is the evaluation, definition, and the different types of curriculum evaluation models. Eighth, basic instruction concepts; learning, learning theories, characteristics of learning and the teaching concept; ninth, components of instruction; aims, materials, strategies, media and evaluation; tenth, the principles of instruction: principles of learning with full attention on motivation, activeness, direct involvement/ experience, challenges, returns, and strength, differences between individuals, and the implication of the principles of learning towards teaching. Eleventh, the approach and models of instruction, the teaching approaches, and teaching models; Twelveth; instruction and curriculum innovations, definition of innovation, characteristics of innovation, procedures in innovation development; thirteenth, school curriculum management, definition of school curriculum management, implementation of school curriculum, and procedures in school curriculum development

#### **A. DEFINITION OF CURRICULUM DIMENSIONS**

The definition of curriculum is divided into two; curriculum is a collection of plans with several steps of learning designed for students as a guide for institutions of education with static or flexible content and competences for students. Next, curriculum refers to life experiences under guidance and directed by institutions of education with the intention to impact on learning.

The concept of curriculum includes: as a substance, which is perceived as a plan for instruction by students or set objectives to be achieved; as a system, it is part of the school system, education, and even the community; and as a field of study, constitutes an investigation of curriculum experts with the aims of developing knowledge about the curriculum and the system of curriculum.

The term curriculum shows some different dimensions of understanding, where every dimension has a relationship with the other. The four dimensions



mentioned are: 1) curriculum as an idea, 2) curriculum as a written plan constituting direction to the main idea, 3) curriculum as activities or often said to be the reality, which in theory contains implementation of the written plan, 4) curriculum as an outcome consisting consequences from one of the activities.

The curriculum aims at attaining the education objectives, that is: 1) a conservative plan, 2) creative, 3) critical and 4) evaluative.

## **B. THE FOUNDATIONS OF CURRICULUM DEVELOPMENT**

The curriculum as an idea, plan, experience and also outcome in the process of its development should have a strong foundation, such that it functions appropriately in line with the aims of national education as outlined in the 2003 constitution, number. 20.

There are four main principles which should act as the basis in every curriculum development, they are:

1. Philosophical foundations, which should be considered in the formulation of the curriculum objectives, deciding on the content, process, and the development of the evaluation system which is in line with the philosophy or system of the country's values, that is 'Pancasila'.
2. Psychological Foundations, that is in the development of the curriculum, either the objectives, content, process, and the evaluation system, we must consider and make sure that a human being is the target of the instruction and education, mainly psychology of learning and psychology of development.

## **C. COMPONENT IN CURRICULUM DEVELOPMENT**

The curriculum system is shaped by 4 components, which are: 1) component objectives, 2) curriculum content, 3) method or the strategy to attain the objectives, 4) evaluation component. As one system, every component must

have relationships with the others. If any of the components making up the curriculum is disturbed, it will affect the whole system.

The aims of education are classified ranging from the general objectives to specific objectives and can be measured, referred to as competences. The education objectives are classified into four:

1. National education objectives.
2. Institutional objectives.
3. Curriculum objectives.
4. Teaching and Instructional objectives.

According to Blooms (1965), in his book 'Taxonomy of Educational Objectives' the form of behaviour to be categorized as an objective must be classified into three domains, that is the cognitive, affective and psychomotor domains.

The cognitive domain consists of six parts or levels, they're: Knowledge, comprehension, application, analysis, synthesis, and evaluation. According to Krathwohl and friends (1964), in their book titled 'Taxonomy of Educational Objectives'; Affective domain, has levels, that is: acceptance, response, respect, organization or arranging, and values. Psychomotor domain is the objective connected to the ability or skills of a person. This domain is categorized into 7 levels: perception, set, imitation, habitual, adaptation, and organization.

Learning Strategies should be divided into expository strategy and Discovery learning strategy, also group and or individual strategy learning.

#### **D. PRINCIPLES OF CURRICULUM DEVELOPMENT**

The principles are innate and very important, from the time of birth, and they turn into one's belief. The principles in curriculum development guide us to understand the different issues which should be taken serious in the steps of curriculum development, mainly, during the planning phase.

At least there are four (4) sources in the development of the curriculum principles, that is: empirical data, experiment data, folklore curriculum and common sense.

In relation to the source of data, the principles of curriculum development can be classified into: whole truth, partial truth and hypothesis.

The principles of the curriculum development can be differentiated on two grounds, namely: general and specific principles. The principle objective are often applied all curriculum being developed. Besides, these principles show the features required by any curriculum. General principles in curriculum development include: relevant principles, flexible, continuity, practice, or efficient and effective principles.

Specific principles, these are principles which apply only in a given area and a given situation. This kind of principles are also used in the development of curriculum components, for instance, the principles used in the development of component objectives, principles used in the writing of the curriculum content, principles used in media and tools development, and also principles used to determine the evaluation process. Where the principles used in the development of one will be different from the other.

Curriculum development is one of the alternative procedures and steps in designing, implementing, and evaluation of the curriculum. Curriculum development should explain one of the systems of the instruction planning process which has got to fulfill the various needs and standards of success in education. Based on the development in theories and thoughts on the curriculum by experts, many curriculum models have been developed, they are: 1)Ralph Tyler's model, 2) administration model, 3) Grass Roots model, 4) Demonstration model, 5) Miller-Seller model, 6) Inverted model.

The organization of the curriculum is made-up of a material curriculum design which aims at easing the students learning materials and also easing the

activities involved in learning, so that the learning objectives are achieved effectively.

There are several factors which be considered in curriculum organization among them include: scope, sequence, continuous, balance, integrated.

In general, there are two ways of curriculum organization, that s:

1. Curriculum is subject based, in this form it involves; a) separated subject curriculum, b) Corrected Curriculum
2. Integrated curriculum, in this form it involves; a) Core Curriculum, b) Social functions and Persistent Situations, c) Experience or Activity Curriculum.

## **E. CURRICULUM EVALUATION**

This is meant for investigating curriculum performance in general based on several criteria. The performance indicators evaluated are: effectiveness, relevance, efficiency, and program feasibility.

The aim of curriculum evaluation is for necessity: a) to improve the program; b) to delegate responsibility to different people; and c) to determine the way forward. The concept or evaluation models are categorized into four (4) models, that is:

### **1. Measurement**

Evaluation s for students' behaviour measurement, the evaluation results are used in selection, education counseling, and in comparison between two or more programmes or methods of learning.

### **2. Congruence**

Basically evaluation constitutes investigation of congruence between the objectives and results of education, in order to determine the changes in the education field. Evaluation outcomes are needed to simplify the program, education counseling, and providing information to stakeholders out-side the education system.

3. Illumination

Evaluation is a study about program implementation, environmental influence factors, for the better and the weaknesses of the program and also the influence toward the developments in the learning outcomes.

4. Educational system Evaluation

Evaluation is basically a comparison between performance in every program, which is about to end there is a description and also judgement. The results from evaluation are needed to simplify the program and also outcomes in general. The objects of evaluation include: input (material, plan, and tools), the process and the results reached in general.

## **F. TEACHING OR INSTRUCTION**

Teaching is a process of interaction between the components of an instruction system. The concept and understanding of instruction should be understood through the analysis of the activities of the education components, learners, learning materials, media for learning, tools, procedure and the process of learning. In the first place, the teaching or instruction concept should be understood from the basic word learning.

The change and emergence of several concepts and definitions about learning proves that learning is a process of looking for the truth, using the truth and developing the truth to fulfill the peoples' needs, specifically those related to efforts to change the behaviour, attitudes, knowledge, and meaning toward tasks in one's life. In the teaching process there are issues which result to learning. Through the learning outcomes teaching can continue thus the people's needs can be fulfilled.

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