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Curriculum Design: Correlated subject matter curriculum

Desain Kurikulum: *Correlated Subject Matter Curriculum*

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Abstract

The curriculum has a highly significant place and function in the world of education, particularly formal education, since it determines the direction, substance, and method of education, which in turn determines the kinds and qualifications of a school's graduates. The curriculum is concerned with the design and execution of education at the classroom, school, regional, and national levels. Everyone has an interest in the curriculum, including parents, the community, and official and informal leaders, who always anticipate the growth and development of their children, a generation that is more affluent, clever, and intelligent, with dependable life skills. Curriculum has a crucial influence in developing these expectations in this environment.

Keywords: *Correlated, Subject, Matter Curriculum*

Abstrak

Kurikulum memiliki kedudukan dan peranan yang sangat penting dalam dunia pendidikan khususnya pendidikan formal, karena kurikulum berhubungan dengan penentuan arah, isi dan proses pendidikan, yang pada akhirnya akan menentukan macam dan kualifikasi lulusan suatu institusi pendidikan. kurikulum menyangkut rencana dan pelaksanakan pendidikan baik dalam lingkup yang sempit seperti di kelas, sekolah, daerah, wilayah maupun nasional. semua orang berkepentingan terha dap kurikulum,orang tua, masyarakat, pemimpin formal maupun informal selalu mengharapkan tumbuh dan berkembangnya anak anak mereka, generasi yang lebih maju, pintar dan cerdas serta memiliki kompetensi yang handal untuk diri dan kehidupannya. dalam konteks ini kurikulum memiliki andil yang cukup besar dalam memlahirkan harapan tersebut.

Kata Kunci: *Correlated, Subject, Matter Curriculum*

Introduction

Curriculum design is very essential for schools, but school administration is the most crucial aspect of delivering education and teaching in schools. The success of the curriculum is determined by the results gained; hence, in exercising leadership, it must use a system, i.e., in the execution of education in schools, there must be linked components such as teachers, TU staff, parents, community, government, students, etc.

The proper operation of all components is impacted by policies and leadership performance. Schools are part of an educational institution that must constantly give the finest service to the broader community, since the presence of schools in close proximity to the community reflects the community's needs and pride.

Schools as organizations must refer to educational development's rules and directives while establishing and achieving objectives. External influences have a significant impact on the complexity of educational products. In the industrial sector, when we process goods of a specific quality, goods of the same quality will be produced; however, the educational process is different.

School administration is a very strategic aspect of both educational processes. According to Mulyasa, the execution of school management needs the leadership of professional school principals who have the managerial skills and personal integrity to execute the vision, as well as being democratic and transparent in different decision-making processes (Mulyasa: 2007:42).

Discussion

Curriculum design comprehension may be understood as a conceptual design. Curriculum design is comprised of education, curriculum, and learning. Each paradigm of education has its own curricular design. Implementation or reality of this curriculum is included into the learning process.

Curriculum design refers to the organization of the curriculum, which contains four components or elements: a) goals, b) material or content, c) learning, and e) assessment. A curriculum must reference educational objectives.

In this instance, there are three distinctions between aims, goals, and objectives that must be grasped. Goals: are national educational objectives. Objectives: are intermediate goals or institutional goals (institutional) or curricular goals, with institutional goals being level-specific. Learning goals are explicit, quantifiable, and observable; whether they be learning objectives or instructional objectives.

The Definition of Curriculum Design According to the Experts

There are several definitions of curriculum design according to experts, including the following:

a) Design: In English, design may describe design, pattern, or model. The concept of curriculum design is the compilation of a design or the creation of a curriculum model in line with the vision and purpose of an organization, particularly a school. A curriculum designer must establish and create a curriculum model before constructing and implementing it. The objective of a design is to obtain the optimal solution to a problem by employing a variety of accessible data (Wina Sanjaya: 2008:65).
b) According to Oemar Hamalik, the concept of design is a manual that gives the foundation, direction, objectives, and methods for initiating and carrying out operations (Oemar Hamalik: 2005: 65).

c) According to Nana S. Sukmadinata, curriculum design involves the method of arranging curricular materials or components. The design of the curriculum may be seen in both horizontal and vertical dimensions. The horizontal dimension pertains to the extent of curricular content's organization. While the vertical dimension is concerned with the development of material sequences based on the order of difficulty level, the horizontal dimension is concerned with the organization of content (Sukmadinata, 2012:113).
d) This curriculum design, according to Longstrteet (1993) in Hamdan, is a knowledge-centered design built on the structuring of disciplines. This design style is also known as the academic subject curriculum model since its focus is on the intellectual growth of pupils.
e) Curriculum design is a framework for developing curriculum organization, which is the preparation of one of the curriculum components, the curriculum materials' content. The creation of curriculum material content may be regarded from two perspectives: (1) the horizontal aspect known as the curriculum content's scope, and (2) the vertical aspect pertaining to the sequence or order of presentation of the information beginning with the learning hierarchy (Hamdan: 2014:85)

Curriculum design is an arrangement of objectives, material, and learning processes that will be followed by students at different phases of their educational growth, as described above. The curriculum design will explain the program's components, the relationships between them, the organizational principles, and the materials required for its execution.

According to Fauzan al-Gifari, design is a pattern, design, or model. Compiling a curriculum design or model in line with the school's goal and vision is curriculum design. A curriculum designer's duty and responsibility is to select resources and how to construct a new curriculum based on the circumstances of the educational environment (Fauzan: 2021:26).

Types of Curriculum Design

a) Curriculum design "subject matter/discipline" assumptions: objectives (teaching students to apply concepts), source goals (classical education), student characteristics (children as empty tubes), and the nature of learning (expository and inquiry). General characteristics: scientific framework, mechanical labor patterns, and content and learning process focus. Components: aims (concept expression), content (discipline structure), learning process (explanatory and exploratory), and assessment (varies according to objectives and nature of the subject). The text is grammatically correct, logical and methodical, and exhaustive. Ignore the pupils' personalities and pay less attention to the method.
b) Curriculum design "particular competencies" presuppositions: objectives (change visible and quantifiable behavior), source of goals (competency-based education), learner characteristics (children as active persons), and the nature of learning

(individual learning). General characteristics: competence-based, systematized work patterns that prioritize performance and learning processes. Components: objectives (changing behavior based on community requirements), resources (competence), individual learning process, and assessment (performance-based). Strengths: efficient and effective, material mastery ensured, and accountability met. Weaknesses: the approach tends to be consistent, less able to fulfill the demands of all students, the transfer of learning outcomes is poor, and active learning is difficult to implement (Subandijah: 1996:57).

c) Curriculum design "humanistic" assumptions: objectives (developing students' personality traits), sources of goals (educational values), student attributes (unique personality), and the nature of learning (value clarification). Focuses on personality qualities, individual experience, and personal growth. Components: aims (personality development), resources (moral principles), learning method (inquiry tasks), assessment (actions). Pros: essential characteristic development. Weaknesses: difficult to execute, completely reliant on individual experience, impossible to demonstrate the effect, and lack of public support.

d) Curriculum design "humanistic" assumptions: objectives (developing students' personality traits), sources of goals (educational values), student attributes (unique personality), and the nature of learning (value clarification). Focuses on personality qualities, individual experience, and personal growth. Components: aims (personality development), resources (moral principles), learning method (inquiry tasks), assessment (actions). Pros: essential characteristic development. Weaknesses: difficult to execute, completely reliant on individual experience, impossible to demonstrate the effect, and lack of public support.

Educational Subject Matter Curriculum

Subject Matter Curriculum, Integrated Curriculum, and Correlated Curriculum-Correlated Subject curriculum or correlated curriculum is a strategy that groups multiple closely related topics (materials) together (Subandijah:1996:57). According to Hilda Taba, the board fields curriculum is an attempt to counteract the compartmentalization and atomization of education by merging various distinct subjects into big fields.

Hilda Taba discusses curricular correlation with board fields curriculum. In social sciences, efforts to enhance by combining different topics such as history, earth science, and citizenship are merged (Hilma Taba: 2016:138). Correlated Coursework This curricular arrangement necessitates that the topics have a connection with one another, while it is feasible to preserve their own borders.

These combinations or relationships across many disciplines are known as wide fields. This curriculum aims to integrate two or more disciplines, with the expectation that students would acquire comprehensive knowledge as opposed to subject-specific information. For instance, connecting mathematics, physics, chemistry, and biology, which all belong to science; linking history, economics, and social sciences, which are part of social studies.

Correlated curriculum is a style of curriculum arrangement that emphasizes the unique aspects of each area of study while demonstrating relationships across disciplines. William B. Language (language arts), Social Sciences (Social studies), Mathematics, Science, Health and Sports Education, and Fine Arts are the six basic areas that are often included in the primary school curriculum, as suggested by Ragan (Fine Arts).

Penix coined this sort of wide field organization. It indicates that instructors comprehend the significance of cultural development. The advantages of different subjects and how to teach youngsters to develop a civilized society are discussed.

There are several methods to link the curriculum's disciplines, including: 1) Incidental correlation, which arises when the correlation between subjects occurs unexpectedly. For example, the subjects of Chemistry and Biology are listed in the Geography course. 2) Closer relationship. For instance, a topic is addressed in many disciplines. 3) Ethical correlation, which is a correlation aimed towards character education. In Islamic Religious Education classes, students learn how to respect visitors, parents, and neighbors, among others. 4) Systematic correlation, which is often designed by the instructor. The cultivation of rice, for instance, is described in Geography and Biology. This technique is now being advocated. This strategy may be regarded from numerous perspectives, including:

1. Structural approach, for example is IPS. This field of study consists of Earth Sciences, History, and Economics. So in a topic (topic) of Earth Sciences, other sciences that are still within the scope of a field of study are also studied.
2. Functional approach, this approach is based on significant problems in everyday life. This problem is discussed through various sciences that are within the scope of a field of study that is considered to be related. For example, the issue of war. From the problem of this war then studied in terms of earth science; in terms of economy; etc.
3. Place/regional approach, on the basis of talking about a certain place as the subject of the discussion. For example, regarding the area of Yogyakarta, it can be made a subject of discussion about; in terms of tourism, anthropology, culture, politics, economics and so on (Subandijah: 1996: 57-58).

This program has flaws in addition to its many positives. The benefits of correlated curriculum include:

1. Correlated advantages

1) Students' knowledge integration is enhanced through correlation. Thus, their information is not disjointed but interconnected and interwoven.
2) When the learner recognizes the link between the topics, his interest grows.
3) When explanations are gleaned from other disciplines, students' comprehension of a concept is enhanced.
4) Correlation facilitates a larger comprehension since perspectives are received from several viewpoints and not just one issue.
5) Correlation enables pupils to more effectively apply their information.

6) The link between topics places an emphasis on comprehension and principles

2. ***Correlated*** **Weaknesses**
   1) Due to the expansive nature of the subject of research, correlation lacks a rigorous scientific discipline since it lacks a logical and systematic framework.
   2) Because a subject is provided in summary form, correlation does not offer in-depth understanding about a certain topic.
   3) This curriculum's multidisciplinary approach is challenging for educators.
   4) The provided topics are overly general since they are limited to concepts, themes, and difficulties.

Integrated curriculum in Subject Matter Curriculum, Integrated Curriculum and Correlated Curriculum

The Topic Matter Curriculum, the Integrated Curriculum, and the Correlated Curriculum are identical to the integrated subject curriculum, which stresses student actions and experiences in the teaching and learning process. This curriculum is distinguished from other curriculums by a number of qualities, including:

a) The program of educational activities in schools is decided by the child's focus and objectives.
b) No preparation is required since the content is tailored to the interests of the pupils.
c) Problem-solving is the predominant instructional strategy.
d) There is a program designed to help students with specialized interests.
e) Teachers must have vast expertise, particularly about child development.
f) There is no hierarchy between levels and classes
g) Planning and learning are not constrained by time.

This strategy is founded on the notion that the entire has a particular significance. This whole is not just the sum of its parts; it also has a significance. In this instance, it is necessary to build not only different classes, but also a cohesive totality that removes certain borders and each lesson's content. This curriculum removes all distinctions between disciplines entirely. All topics are combined and presented as individual modules.

With unified learning resources, it is envisaged that students' knowledge would be shaped in line with their community's environment. Therefore, learning materials must be customized to real-world circumstances, issues, and requirements. Integrated curriculum is the result of attempts to combine learning content from several course types. Implementation of an integrated curriculum by removing topic borders and presenting subject knowledge in units or as a whole.

The topic integration is achieved by concentrating the lecture on a specific issue or theme. This curriculum is adopted with the intention of providing students with additional chances for individual and group participation in the learning process. The integrated curriculum has the following characteristics: The unit is an intrinsic aspect of all learning materials and is based on the personal and social, physical and spiritual requirements of

children. In the unit, students are presented with a variety of settings including everyday difficulties.

Children are given the option to participate in a variety of activities depending on their interests, and the implementation of the integrated curriculum is very adaptable. In addition to these features, an integrated curriculum, according to A. Hamid Syarif's book "Curriculum Development," is founded on a democratic educational philosophy, sociologically, culturally, and on the needs, interests, and degrees of development and growth of students.

Community and the surrounding environment as learning resources, instructors, parents, and students are the responsible components in the process of adopting integrated learning. The integrated curriculum also stresses psychological factors that influence the individual's integration with the environment (Hamid Syaraif: 2012: 75).

According to Soetopo and Soemanto's book "Curriculum Guidance and Development as Substance of Educational Administration Problems," the integrated curriculum is divided into the following three forms: Social Studies, Religion, Language, Science, and Civics, The Child-Centered Curriculum, The Social Functions Curriculum, and The Experience Curriculum. (Soetopo et al: 1993: 94).

The Kid-Centered Curriculum is a curriculum that is planned with the child as the primary consideration. Students' learning experiences may be organized via the use of everyday activities such as observation, play, storytelling, and labor.

The second classification of The Social Functions Curriculum is a curriculum that aims to erase the divide between school courses and the major activities of social life that serve as the foundation for structuring learning experiences. All themes pertaining to the environment around children are grouped so as to have implications for protection, production, consumption, communication, transportation, and religious expression. The ultimate version of the integrated curriculum is The Experience Curriculum, a curriculum whose composition is primarily influenced by the demands and presence of students.

Integrated curriculum offers both benefits and drawbacks. Among the benefits of this program are: This curriculum conforms to the new learning theory, which builds activities on the experiences, skills, and interests of children. Because the community serves as a laboratory for students, this curriculum facilitates a mutually beneficial partnership between the school and community. The specific benefits of the curriculum are as follows: 1) An integrated curriculum is developed based on students' interests and experiences. 2) The implementation of the curriculum offers students with relevant experiences since they are obliged to address challenges in learning based on their everyday lives. 3) The learning materials used are not restricted to textbooks; the surrounding environment may also be employed as a learning resource. 4) Students develop their social skills throughout the learning process since they are exposed to real-world scenarios.

In addition to these benefits, the integrated curriculum has the following disadvantages: it lacks a logical and systematic arrangement. Its execution needs a well developed infrastructure. It is difficult to measure its implementation efficacy. Other deficiencies are: 1) The majority of instructors do not comprehend the implementation of

an integrated curriculum, and the process of implementing an integrated curriculum is arduous since teachers must arrange or combine numerous competence standards and fundamental skills in each connected topic. 2) The usage of facilities and infrastructure in education is quite varied, making implementation challenging. 3) The structure of information in this curriculum is irrational and unsystematic since it is always changing based on the challenges that instructors and students have prepared. 4) This integrated curriculum places more emphasis on the learning process than learning results. The many curriculum categories discussed above, which serve as the foundation for implementing integrated learning, culminate in the integrated curriculum. When designing lesson plans for the application of integrated learning, the integrated curriculum is utilized as a guide (Subandija: 2011:89).

Analysis of Subject Matter Curriculum, Integrated Curriculum and Correlated Curriculum

Subject Matter Curriculum, Integrated Curriculum, and Correlated Curriculum in the discussion of this paper were asked about the application of these three curricula, then this curriculum is effective to be applied based on the level of the education unit provider, in accordance with the institution's vision and mission, and taking into account the benefits and drawbacks.

As for Islamic Religious Education (PAI) lessons, the curriculum is applied with an integrated curriculum, particularly in schools, whereas in Madrasas, PAI is applied based on the subject matter curriculum, as the PAI curriculum in madrasas was developed by teaching each of the Islamic religious materials.

These three kinds of curriculum seem to be imposed on students since they are structured from top to bottom, with the exception of the associated curriculum, whose preparation includes students, because they are expected to be able to deal with daily situations. Consequently, a quick examination of the Subject Matter Curriculum, the Integrated Curriculum, and the Correlated Curriculum may be instructive.

Conclusion

Curriculum design is very important for schools, school management is the most important factor in providing education and teaching in schools, its success is measured by the achievements obtained, therefore in carrying out leadership, it must use a system, meaning that in the implementation of education in schools in which there are related components such as teachers, tu staff, parents, community, government, and students must function optimally, which is influenced by the curriculum design. From the previous description, the following conclusion may be drawn:

a. Curriculum design refers to the curriculum framework, which contains four components or elements: a) objectives, b) material or content, c) learning, and e) assessment of a curriculum design must correspond to educational goals.
b. Curriculum design is an arrangement of objectives, material, and learning procedures that students will follow at different phases of their educational growth. The

curriculum design will explain the program's components, the relationships between them, the organizational principles, and the materials required for its execution.

c. Various curriculum designs, "subject matter/discipline" curriculum design, "particular competences" curriculum design, "humanistic" curriculum design and "social reconstruction" curriculum design
d. Subject Matter Curriculum schooling, this curriculum includes flaws in addition to its many benefits.
e. Topic Matter Curriculum, Integrated Curriculum, and Correlated Curriculum - This curriculum is identical to the integrated subject curriculum, which stresses students' actions and experiences in the teaching and learning process.

Analysis of Subject Matter Curriculum, Integrated Curriculum, and Correlated Curriculum, while this curriculum seems forced to students, because the preparation is from top to bottom, with the exception of the correlated curriculum, which involves students in its preparation, because students are expected to be able to deal with everyday problems. A quick overview of the Subject Curriculum, Integrated Curriculum, and Correlated Curriculum follows.

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