

Implementation Model's Taba in Geography Curriculum

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Abstract. Science curriculum was developed in the United States, Britain, Australia, Malaysia and Indonesia. The change is due to this demand by everyone from experts, practitioners and users. Position the curriculum is considered important because it is a tool for education for the nation. In this curriculum there are a number of components which greatly affect the learning process. The development of the science curriculum for the more spacious it will intersect with other like management, psychology, science education and science learning. To limiting that, then there are a number of barriers that protect it such as psychology, and social Philosophy, curriculum objectives, curriculum content, teaching methods, and evaluation. Thus, these limits will coloring in curriculum planning, implementation and evaluation. The science curriculum has the limit by studying the history curriculum, curriculum planning models, models of curriculum implementation, curriculum evaluation models, learning models, learning methods and structure of materials in the curriculum. Implementation of the philosophy curriculum at schools, implementation and differentiation curriculum in social and civic.

1. Introduction

A national educational goal that must be achieved by the people of Indonesia is contained in Law no. 20, The year 2003 article 3, "National education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation, aims to the development of potential learners to become human beings who believe and cautious to God Almighty, noble, Healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" [1]. It can be concluded that the purpose of national education is to develop the potential of learners. How can the potential of learners be developed optimally? One of the answers is to apply and develop the curriculum.

According to the National Education System Act no. 20 of 2003 states: "The curriculum is a set of plans and arrangements concerning objectives, content, and instructional materials and ways used as guidelines for the implementation of learning to achieve certain educational goals" [2]. In other words, the curriculum is one of the most important tools in which it has several plans that aim to achieve the goal of naïve education. The curriculum is part of the Education Science discipline. The science of the curriculum is growing very rapidly. From the start of the Greek era, which means distance to be traveled in horse races, until now the curriculum is transformed into a lesson plan [3]. As we know that the Curriculum is a system that has components that are closely related and support each other. The components of the curriculum consist of objectives, content, methods, and evaluation (Tyler,). In the form of this system, the curriculum will run towards an educational goal with the existence of mutual cooperation among all sub-systems. If one of the four things the curriculum does not work properly



then the curriculum system will run poorly and maximally. Based on the curriculum form, then in the implementation of the curriculum is needed a planning and organizing on all components. As in the process of organizing this will closely have related to the planning, implementation, assessment, and control. Therefore, this journal will discuss the implementation of curriculum on geography subjects, especially in high school.

In general, this article is intended to improve and develop curriculum implementation strategies in schools on geography subjects, both related to the curriculum concept and it is development process which includes planning, drafting, and implementation of curriculum development. Specifically, the purpose of this study is (1) Analyze curriculum development according to Hilda Taba; (2) Produce strategies in curriculum implementation according to Taba on geography subjects. The benefits of this research are divided into two groups, namely theoretical benefits and practical benefits.

Through this research, it is hoped that the contribution of the theoretical development related to the curriculum development can be obtained. As curriculum experts argue that curriculum theory has a very important function in relation to the preparation, implementation, development, and evaluation of the curriculum in particular and education in general. In this regard, the function of curriculum theory, among them is a guide and on a systematic basis in making decisions and provide a detailed alternative in curriculum development. Relation to this research specifically examines and develop how curriculum implementation strategy in school on geography subject according to curriculum concept according to Hilda Taba. The results of this study are expected to have new findings in the curriculum implement strategies that can enrich the theory of curriculum development.

The results of this study are expected to provide theoretical benefits, is also expected to provide practical benefits, especially for the school in order to make decisions in determining implementation strategies in each subject, especially geography subjects. The impact of this research is to create a strategy for the implementation of curriculum in geography subjects in accordance with what is stated by Hilda Taba, that the curriculum is a plan.

2. Research Method

In curriculum implementation, there are several approaches made by experts in accordance with the circumstances. One of them according to Hilda Taba, follows are the steps of the curriculum development model [4]: (i) Great learning units for each grade or subject level. Taba sees this step as the relationship between theory and practice; (ii) Experimental practice unit. After the teacher has written a pilot unit for students in the classroom, this example is applied to be evaluated to its validity and practicality in its class as well as in other classes; (iii) Revise and combine. Given the needs of learners is the main thing, the unit is adjusted to meet all the needs of students, resource availability, and variations of teaching styles so that the curriculum in accordance with the global development; (iv) Define a structure. The curriculum planner writes the rationale for the sequence of a unit; (v) Know and apply new units. Taba asks administrators to conduct training so that teachers can effectively put their learning units into class.

Whereas, in Indonesia, the standard in the implementation strategy of the practice is set in the standard process. In permendikbud number 22 of 2016 said that the Standard Process is a criterion of the implementation of learning on the elementary and secondary education units to achieve the competence of graduates. Learning Processes in educational units are organized interactively, inspiringly, fun, challenging, motivate participants to actively participate, and provide sufficient space for the initiative, creativity, and independence according to the students' talents, interests, and physical and psychological development. For that every unit of education to do learning planning, implementation of learning process and assessment of learning process to improve efficiency and effectiveness of competency achievement graduates.

3. Results and discussions

According to Hilda Taba, "a curriculum is a plan for learning, therefore what is known about the learning process and the development of individual has bearing on the shaping of the curriculum" [3].

The curriculum is a learning plan, therefore, the concepts of individual learning and development can color the forms of the curriculum. Hilda Taba believes that a curriculum should be designed by teachers rather than designed by a high authority (government). He also felt that the teacher should start a process. Therefore, Taba suggests an inductive approach to curriculum development. Several other experts have expressed their opinions on curriculum, such as according to Rusman, the curriculum is a guideline for the implementation of learning activities to achieve certain educational objectives, in which there is a set of plans and arrangements concerning objectives, content and instructional materials and ways to be used [5]. This is supported by Hamid, that internally the curriculum has relevance to the curriculum components (objectives, content, methods, and evaluation) [6]. Externally the curriculum is relevant to the demands of science and technology, the demands and potential of the development of society. The curriculum is an educational plan for the students as long as they are enrolled in the school in the form of a written document containing a lot of composition [6]. The curriculum prepares learners for the present and future lives. Both where he lives and elsewhere. The curriculum should adjust between the regional conditions, the time and the ability and background of the learner [7]. The theories made by these scholars in the curriculum can support the birth of a perfect curriculum implementation strategy whose goal is to achieve educational goals [8].

The implementation of curriculum used in Indonesia today is the 2013 curriculum [9]. In the 2013 curriculum, it is regulated to the standards that must be implemented and developed by every educational institution. There are eight standards, Graduate Competency Standards, Content Standards, Process Standards, Education Standards and Teaching Personnel, Infrastructure Standards, Standards for Management of Education Financing Standards, and Education Assessment Standards. These eight standards must be implemented and developed in every educational institution, which will impact on implementation strategies in geography subjects.

Curriculum Geography has a goal to build character and cultivate patriotism as to be pride as an Indonesian [10]. The structure of the secondary education curriculum consists of compiling mandatory subjects and elective subjects. The contents of the curriculum (KI and KD) and substance packaging for compulsory subjects for High School / Madrasah Aliyah and Vocational High School / Madrasah Aliyah Vocational are the same. While Geography for Senior High School / MA is set to be part of the Specialization Subject Group which aims to provide opportunities for learners to develop their interests in a group of subjects according to their scholarly interest in college and develop an interest in a particular discipline or skill. In accordance with Permendikbud no. 59 Th. 2014, About Curriculum 2013 SMA / MA, Basic Framework and Structure Curriculum SMA / MA.

4. Conclusions

From the theory according to Hilda Taba, the curriculum is a learning plan, therefore, the concepts of individual learning and development can color the forms of the curriculum. We can conclude that the strategy of curriculum implementation at every level of education is the most important is planning or planning. Because planning can produce the expected graduates or student competencies. In learning on geography subjects, learning plan is a very important thing, because with the planning, a curriculum implementation can be implemented easily and the results or graduates will be maximized.

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