Reviewing Language Curriculum and Materials Development for Senior High School Level

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Abstract

This present study discusses the cycles of curriculum and materials development at SMAN 14 Kota Tangerang, Banten Province. The method used in this study was case study. Data collecting technique used observation, interview, and documentation. The research informants involved teachers and students at SMAN 14 Kota Tangerang. The data was analyzed through data display, data reduction, and conclusion drawing/verification. The result of the study shows that the implementation of curriculum and material development has been done based on the procedural steps mandated by the educational ministry, and it is done periodically as the routine activities in every academic year. The implementation involves needs and situation analysis; developing curriculum into syllabus, materials, and lesson plan; and standardizing the learning outcomes. The last, there are 13 recommendations served by the teachers and students regarding the development of language curriculum and materials at SMAN 14 Kota Tangerang.

Keywords: language curriculum, material development

Introduction

Curriculum and teaching are two inseparable dimensions of education. A teacher will have guidance in conducting his instructions if he has clear comprehension on what is stated in curriculum. In other words, the curriculum takes place as the road mapping of an instruction and the instruction is the implemented of curriculum. Curriculum is dynamic, changing over time. The changing is important to keep up with the development of society, the demands of the students' need, and the progress of science and technology. The curriculum change is the logical consequence of the change of political system, social and cultural, economic and science. On the basis of the curriculum-change, stakeholders in education design curriculum development for the improvement on the quality of education.

This paper discusses the cycles of curriculum and materials development at SMAN 14 Kota Tangerang, Banten Province. This issue also had been discussed by the previous scholars, such Durotunnasihah (2019); Gailea, Syafrizal, & Indasari (2018); Ginanjar (2019); and Rahmat (2019). Hopefully, this current work can enhance further information regarding the issue.

Theoretical Review

Curriculum is a set of principles and procedures for the planning, implementation, evaluation, and management of an

educational program (Nunan, 1988). Curriculum is open to a variety of definition, narrow and wide. In its narrowest sense, it is synonymous with the term syllabus, as in specification of the content and the ordering of *what* is to be taught. In the wider sense, it refers to all aspects of the planning, implementation, and evaluation of an educational program, *why, how* and *how well* together with *what of* teaching-learning process.

Curriculum planning or development is viewed as a series of activities that provide a support framework that helps teachers to design effective activities and learning situation to promote learning. In general, the curriculum development process includes the design, development, implementation and evaluation of curricula (Richards, 2001). Finch and Crunkilton (1999) defines curriculum as the sum of learning activities and experiences that a student has under the auspices or direction of the school.

In order to clarify this definition of curriculum it is important to examine how it may be distinguished. Whereas curriculum constitutes a broad range of students experience in the school setting, instruction focuses on the delivery of those experiences. More specifically, instruction may be perceived as the planned interaction between instructors and students that {hopefully} results in desirable learning.

A brief description of curriculum development and instructional development should aid in clarifying these apparent differences of opinion. Curriculum development focuses primarily on content and areas related to it. It encompasses the macro or broadly based activities that impact on a wide range of programs, courses, and student experiences. In fact, the curriculum should define the institution's mission and goals. Curriculum activities are typically conducted prior to and at a higher level than instructional development. In contrast, instructional development is more of a micro activity that builds on curriculum development through planning for and preparation of specific learning experiences within courses.

Naturally, when curriculum development is taking place, the instruction that is to be built on this framework must be kept in mind. Likewise, principles of learning are not avoided when a curriculum is being developed; they are merely considered from a higher level of generalization. Anyone who is developing instruction must be constantly aware of the content to be included in that instruction. In the case of instruction, content that has already been derived as part of the curriculum development process is further explicated and specific strategies are designed to aid the student in learning this content. The shared aspects of curriculum and instructional development sometimes become unique to one area or the other based on the person or persons involved in the

development process as well as those who will eventually benefit from this development. If one instructor were writing objectives for his or her course, this activity might be classed as instructional development.

However, if a group of instructors were writing objectives for use in their courses and, perhaps, other instructors' courses, the activity might be considered as curriculum development. The distinguishing differences between these two areas become the scope of the development process and the extent of generalizability. If the development process involves a number of professionals and the product of this effort will be usable by a number of instructors, the process is more correctly termed curriculum development. Instructional development is best viewed as usually involving one professional (typically an instructor) in the process of preparing for his or her own classes. Although the distinctions between curriculum development and instructional development are not as clear as many would like them to be, they serve fairly well to identify each process.

Method

The method used in this current study was case study. Since this work was intended to explore a case of language curriculum and material development through detailed and in-depth data collection, the case study was used as a research method. As Creswell and

Poth (1998) and Yin (2009) viewed that case study was an exploration of a case over time through detailed, in-depth data collection involving multiple source of information. Data collecting technique used observation, interview, and documentation. The research informants involved teachers and students at SMAN 14 Kota Tangerang. The last, data was analyzed through data display, data reduction, and conclusion drawing/ verification.

Result

Need and Situation Analysis

The procedures to collect information about learners' needs are known as need analysis. It is a distinct and necessary phase in planning educational program. Started by compiling the document called School-based Curriculum by the vice principle of Curriculum Program.

According to Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System and Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning amendment to Government Regulation No. 19 of 2005 the National Education Standards mandate that the School-based Curriculum for primary and secondary education be prepared by educational units with reference to the Standards of Content (SI) and Graduates Competency Standards (SKL) and are guided by guidelines prepared by the National Education Standards Agency (BSNP).

SMAN 14 Kota Tangerang as a secondary level educational institution considers it necessary to develop an School-based Curriculum. Through the curriculum of SMAN 14 Tangerang, the school can carry out its education program in accordance with the characteristics, potential, and needs of students. For this reason, the development involves all school members in coordination with stakeholders in the environment around the school. In this document, the curriculum of SMAN 14 Kota Tangerang is presented, which as a whole includes (1) the condition and potential of the school; (2) the vision, mission and school objectives; and (3) the curriculum structure and content.

In formatting the document of School-based Curriculum, The principle gives a mandate to vice principle of curriculum to arrange an update- document with the help of stakeholders, such as teachers and administration staff. A workshop is held once a year at the beginning of academic year, in advance of educational activities. The participants of the workshop are teachers, administration staff, and the representative of students' parents. The activity is done to find the answer of four fundamental questions in developing any curriculum and plan of instruction such as; (1) what educational purposes should the school seek to attain? (2) What educational experiences that is likely to attain these purposes? (3) How can these educational experiences be effectively organized? (4) How can we determine whether these purposes are being attained?

Developing Curriculum into Syllabus and Lesson Plan

In doing the job to implement the National Curriculum and syllabus on which the teachers take as the basis to make their own lesson plan the vice principals held a workshop of IHT (in house training) to train the teachers to be skilful.

The school give authority to teachers to develop their teaching materials which based on syllabus and then they describe on their lesson plan. School also provide books at library which based on 2013 curriculum. Some teachers also have their additional books instead the one prepared by school. Some teachers make their own worksheet for their classes.

An alternative to use objectives in program planning is to describe learning outcomes in terms of competencies. Competencies refer to observable behaviours that are necessary for the successful completion of real world activities. Competency can be defined as any attribute of individual that contribute the successful performance of a task, job, function or activity in academic setting and/or a work setting.The learning out comes of learning process at SMAN 14 Kota Tangerang are standardized according to the standardized learning outcomes which are already written in the school program.

Table 1. The Standardized Learning Outcomes

Learning Outcomes	Recommendations
Students show better progress in achieving the targets	The improvement of grades for each subject. Increasing in the average value of the test results.
Students show progress as independent learners	The value of students' assignments needs to be improved. Students need to be encouraged to use libraries, science laboratories, the environment as learning resources in completing assignments. Schools need to form foreign language study groups
Students show motivation to learn and high self-confidence	Schools need to encourage students to learn to use the environment productively and responsibly.
Schools need to develop the students' personality.	Schools require all students to take part in personality development activities organized by the school Schools need to arrange student personality development programs.
Schools need to develop life skills	Schools need to develop a life skills development program. Schools need to oblige all students to participate in life skills development activities that are in accordance with the environment in which they live. Schools need to develop life skills according to their individual needs for all students.
Schools develop religious, cultural values, and an understanding of acceptable attitudes	All students need to comply with the norms/rules that apply at school and in the community where they live

For the schools, the recommendations was offer to (1) the curriculum development at the education unit level using the guidelines prepared by the National Education Standards Agency; (2) the curriculum is made by considering the regional character, social needs of the community, cultural conditions, age of students, and learning needs; (3) the curriculum has shown time allocation, remedial program plans, and enrichment for students; (4) the schools provide guidance and counselling services to meet the personal development needs of students; (5) the school provides extra-curricular activities to meet the personal development needs of students; (6) the syllabus is appropriate/relevant to the existing standards; (7) the syllabus development is carried out by the teacher independently or in groups; (8) the lesson plans are designed to achieve effective learning and according to the needs of students; (9) the lesson plans pay attention to gender differences, initial abilities, intellectual stages, interests, talents, learning motivation, potential, social abilities, emotional, learning styles, special needs, learning speed, cultural background, norms, values, and environment other learners. learn; (10) the teachers run interactive, inspirational, fun, and challenging lesson plans that include introductory, core, and closing activities; (11) the students have same opportunity to explore and elaborate, and get confirmation; (12) the supervision and evaluation of the learning process is carried out at each stage including planning, implementation, and assessment of learning outcomes; and (13) the supervision and evaluation of the learning process is carried out regularly and continuously by the principal and supervisors.

Since the learning process has been done and the students have finished their school program for one year of academic calendar, the school make an evaluation which is described in Self Evaluation or EDS. It is made as the guidance as the next step to improve the following year programs in developing curriculum and materials at school.

Conclusion

Curriculum as a set of plans and systems about the contents and materials to be taught as well as methods used to carry out teaching and learning activities at school becomes guidance to achieve educational goals. Curriculum developments viewed as a series of activities that provide a support framework that helps teachers to design effective activities and learning situation to promote learning at a given time in a given year.

Basically, curriculum development are continuous activities, furthermore, the output produced from the realization of the curriculum program in the form of learning must describe the purpose of the original goal formulated in the curriculum.

The implementation of curriculum and material development has been done based on the procedural steps mandated by the educational ministry, and it is done periodically as the routine activities in every academic year. Regarding the result of this current work, further study is recommended not only for language curriculum and material development, but also this will be possible for other subjects.

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