

CURRICULUM DEVELOPMENT

Arif Wahyudi

STAI Muhammadiyah Tulungagung

Abstract

Curriculum is a tool to achieve education goal on the education process. Without suitable and right curriculum, it is difficult to achieve education goal and target that we will. Therefore, curriculum should be adaptive with transformation era and science and also a sophisticated technology. One of the most important component on formal education used as reference to decide the content of teaching, to guide the process of education mechanism. A benchmark of the success and quality education result is curriculum. However, curriculum isn't often able to follow social rate development. Therefore, the sustainable development has been done continuously. Because curriculum isn't static but it's always changed and dynamic. Therefore, the development of curriculum have to be developed to answer crucial problems in education. It includes restlessness of teacher, students, social and the changed curriculum that isn't maximal. It needs to improve education quality and so on. The problem of curriculum development includes the innovative aspect of material curriculum on curriculum structure of the process and goal curriculum. It includes the component of education system that can be domain in the curriculum development, so it implicates on changed and has the real influence on education field (the social using education). On the practice, education institute or other institute is always asked to improve the quality and service for social using education. The curriculum improves as suitable as the theory and practice education development. Besides that, it has to be able to give guide and benchmark proficiency for students on institute. Therefore, it's reasonable if curriculum is always changed and improving as suitable as progress of the times, science and technology.

Keywords: curriculum, development, education quality

Introduction

In the learning process activities, curriculum is needed as a guide to set targets in the learning process. Because with the curriculum it will facilitate every teacher in the learning and teaching paradigm, so it is necessary to know what the meaning of the curriculum. What is meant by the

curriculum is an attempt to convey the essential principles and characteristics of a plan in such a form that teachers can be implemented in school.

After knowing what is meant by curriculum then it is necessary to know how curriculum development. Because as with technology in an age, there is always a development, as well as the

development of the curriculum. To that end, the author tries to discuss the development of the curriculum.

Curriculum is a very decisive component in an educational system, therefore the curriculum is a tool to achieve the education system, therefore the curriculum is a tool to achieve the goals of education and also as a guide in the implementation of teaching on all types and levels of education.

The curriculum is one of the tools to achieve the goal of education, which is to improve the quality of Indonesian human beings, ie human beings who believe and piety to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic and responsible.

The curriculum is an educational design that summarizes all the learning experiences provided to students at school. In the curriculum is integrated philosophy, values, knowledge, and educational deeds. The curriculum is prepared by educational experts/ curriculum experts, science experts, educators, education officials, employers and other community

elements. The draft is structured with the intention of providing guidance to the students, achieving the goals aspired by the students themselves, the family, and the community. The development of the educational curriculum should also be oriented towards quality education and the quality of education.

Overview of Curriculum Development

The term curriculum is often interpreted plan for learning (educational plan). As a curriculum education plan provides guidance and guidance on the type, scope, order of content and process of education (Sukmadinata, 2004: 4). Historically, the term curriculum was first recognized in the Webster Dictionary in 1856. In the beginning the term curriculum was used in the world of sports, a tool that brought people from daristart to the finish. Then in 1955, the term curriculum was used in the field of education, with the meaning of a number of subjects at a college (Tafsir, 2004: 53).

Etymologically the word curriculum is taken from Greek, Curere means the distance that must be taken

by the runner from start to finish (Sudjana, 2002: 2). This understanding is then applied in the field of education. In Arabic, the curriculum is often referred to by the term *al-manhaj*, meaning the bright road that man passes through in his field of life. So from that understanding, the curriculum if associated with education, according to Muhaimin, then means the light path traversed by educators or teachers with learners to develop knowledge, skills and attitudes and values (Muhaimin, 2005: 1).

Whereas in terminology, there is a different understanding of the curriculum. In the old sense the curriculum is defined as the number of lesson material that must be learned and learned by learners to gain some knowledge, which has been systematically and logically arranged (Hamalik, 2007: 1). This definition even though it feels less precise, but it is true, if drawn from the origin of said above curriculum, *yaknicurere* commonly defined by the distance that must be taken by the runner (Sukmadinata, 2004: 3).

Based on this understanding, actually want to say that the curriculum

is more emphasis on the content of lessons from a number of subjects that are in school or madrasah that must be taken by students, students or learners to achieve a diploma, as well as the overall subjects presented by an educational institution. This sense is still very syringe, because the curriculum is nothing but a matter of course.

In another sense, the curriculum is something that is planned as a grip to achieve educational goals. What is planned is usually an idea, a goal of a human being or a citizen to be formed. This curriculum commonly contains hopes that often go down grandiose (Nasution, 2005: 9).

Meanwhile, Ramayulis defines that curriculum is one of the most crucial components in an educational system, therefore the curriculum is a tool for achieving educational goals and also as a guide in the implementation of teaching on all types and levels of education (Ramayulis, 2005: 9). Meanwhile, according to M. Arifin defines the curriculum is all the lesson material that must be dissented in the educational process in an institutional education system (Arifin, 1996: 183). It seems that the two notions are still too simple

and more focused on the subject matter alone. Meanwhile, Zakiah Darajat views the curriculum as a planned program in education and implemented to achieve a number of specific educational goals (Darajat, 1996: 122).

From some of the above definitions can be concluded, that the curriculum is a number of subjects or activities that include educational programs in order to achieve the expected educational goals. The definition then evolves according to the demands and dynamics of the times. In the most recent and broader sense, that curriculum is, a series of learning experiences gained by learners in the learning process. One of the proponents of this view is Romine as quoted by Hamalik, that *Curriculum is interpreted to mean all of the organized courses, activities and experiences which pupils have under direction of the school whether in the class room or not* Hamalik, 1999: 18).

In that sense it is clear that curriculum activities are not limited in the class room, but also include activities outside the classroom. Thus there is no clear separation between

intra and extracurricular. In short, all activities that provide experience in the process of education or learning for learners, are essentially curricula. Therefore, in this very broad sense the curriculum is often interpreted with a number of learning experiences gained by learners both inside and outside the classroom. The curriculum is an educational design that summarizes all the learning experiences provided to students at school. In the curriculum is integrated philosophy, values, knowledge, and educational deeds. The curriculum is prepared by educational experts/curriculum experts, science experts, educators, education officials, employers and other community elements. The draft is structured with the intention of providing guidance to the students, achieving the goals aspired by the students themselves, family, and society.

In another sense it is said, the curriculum is a set of planning and media to deliver educational institutions in realizing the objectives of the desired educational institution (Mujib dan Mudzakir, 2005: 122). Endang Mulyasa (2006: 46) defines the curriculum as a set of plans and regulations on goals, basic competencies, standard materials,

and learning outcomes, as well as ways that are used as guidelines for achieving educational goals.

From several definitions above, there are various interpretations and understanding of the curriculum, so we obtain the classification of curriculum as Majid said, as follows:

1. The curriculum can be seen as a product, ie as a result of curriculum development work, usually in a committee. The results are outlined in the form of a book or curriculum guide, for example containing a number of subjects to be taught. This is called the curriculum document.
2. The curriculum can also be viewed as a program, which is a tool performed by a school or madrasah to achieve its objectives. This may be teaching a variety of subjects, but can also include any activities that are thought to affect student development. For example, school associations, games, scouts, school stalls and others.
3. The curriculum can also be viewed as things that are expected to be learned by students, ie knowledge, attitudes, certain skills. What is

expected to be learned is not always the same as what is actually learned.

4. Curriculum as a student experience.

The three views above pertain to curriculum planning. This fourth view is about what actually happens to every student. It is possible that what is manifested in the child is different from what is expected according to the plan (Majid, 2006: 34).

The existence of various interpretations of the curriculum, need not worry, because it can give the impetus to innovate to find new curriculum forms and models that fit the demands and development of the times. Different views that have its own treasures in the world of education, and become a lading to exchange ideas.

The definition of development refers to an activity that produces a "new" way, during which the assessment and refinement of the method continues. This definition of development also applies to educational curricula. Because curriculum development is also related to the preparation of the curriculum itself and its implementation in educational units is accompanied by intensive evaluation

(Sukmadinata, 2004: 5). Murraray Print says that curriculum development is *"curriculum development is defined as the process of planning, constructing, implementing and evaluating learning opportunities intended to produce desired changes in learner's"* (Print, 1993: 23).

Based on the theory, it is related to curriculum development, which is a way to make the planning, implementation of educational curriculum in educational unit, in order to produce an ideal-operational curriculum, which is in accordance with the characteristics and needs of educational units and their respective regions, which in reality Indonesia has changed curriculum several times starting from CBSA, KTSP and Curriculum 2013. In this case the relation to develop and improve the quality of education.

As a system, the curriculum consists of interrelated components, integrated and inseparable from one another, like two sides of a coin. These components are, objectives, programs or materials, processes and evaluations.

1. The purpose of the Curriculum

In simple terms the purpose according to Zakiah Darajat often interpreted as something that is expected to be achieved after conducting a series of process activities. In every activity - including in educational activities - should have a purpose. However, every goal to be achieved from any source can direct the activities undertaken (Darajat, 1996: 29).

The curriculum objective plays a very important role in the education process, as the goal will direct all educational activities and other curriculum components. Therefore, formulating the curriculum should consider several things:

(a) Based on the development of demands, needs and conditions of society,

(b) Based on the thoughts and directed towards the achievement of philosophical values, especially the philosophy of the State or underlying such an education (Sukmadinata, 2004: 93).

The purpose of the curriculum is essentially the goal of each program

that will be given to students or students. Given the curriculum is a tool for achieving educational goals, the curriculum education objectives must be elaborated and adapted to the goals of national education. The purpose of National education is as required by Law no. 20 Year 2003 on the National Education System is, "Improving the quality of Indonesian human beings, ie human beings who believe and piety to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of democratic and responsible. Therefore, the curriculum objectives in each educational unit, should refer to the achievement of the goals of national education.

The objectives of the curriculum are divided into three stages, national objectives, institutional goals and curricular goals. The national goal is the goal to be achieved nationally is the goal to be achieved nationally based on the philosophy of the State, as mandated in the national law. Institutional objectives are the goals to be achieved by an educational institution as an education provider. While the curricular objectives are the goals to be achieved by a course of

study, subject or subject matter, drawn up in reference to or based on the institutional goals and objectives of national education.

The subjects arranged or presented in each elementary and secondary education unit (SD/MI/MTS/SMP/SMA/MA) are grouped into several main subjects, ie religious education, civic education, language, math, science, social sciences, arts and culture, physical and sports education, and local content.

From each subject as mentioned above, it certainly has its own characteristics and goals and is different from the objectives to be achieved by other subjects. The purpose of the subject is the elaboration of the curriculum objectives in order to achieve the goals of national education. For example, the objective of Islamic religious teachings in schools or madrasah is to cultivate and improve faith through the provision and fertilization of knowledge, appreciation and experience and the experience of learners about Islam, so as to become a growing Muslim man in terms of faith and piety, nation and state, and to be

able to continue at a higher level (Majid dan Andayani, 2004: 135).

From the above exposure, it can be seen that the purpose of the curriculum of education is a reference and direction that must be formulated clearly and planned. This is because the curriculum objectives are part of the educational curriculum component that can affect other curriculum components. Because all the components in the formulation will refer to the curriculum objectives, both national goals, institutional and curricular goals, namely the objectives for each unit of subjects presented in each educational unit, both school and madrasah.

2. Material

The material or program in the curriculum is essentially the contents of the curriculum or the content of the curriculum itself. The selection and determination of the material is tailored to the objectives that have been formulated and established. In Act No. 20 of 2003 on Sikdisnas has been established, that the contents of the curriculum is a matter of study and lesson to achieve the goal of the implementation of the educational unit

concerned in the framework of efforts to achieve the goals of national education.

Accordingly, the contents of the curriculum are developed and developed based on the following principles:

- a. Curriculum material in the form of learning materials consisting of study materials or lesson topics that can be studied by learners in the learning process.
- b. The curriculum material refers to the achievement of the goals of each educational unit. The difference in scope and sequence of instructional materials is due to the different objectives of the educational unit.
- c. The curriculum materials are directed towards achieving educational goals. This means that the goal of national education is the highest target to be achieved through the delivery of the material (Hamalik, 1996: 25).

Therefore, the curriculum material as said by Nana Syaodih Sukmadinata must contain certain aspects in accordance with the objectives of the curriculum, which include:

- a. Theory, is a set of constructs or concepts, definitions and interrelated proportions, presenting a systematic view of the phenomena by specifying the relationships between the variables with the intent of explaining and predicting the geajala.
 - b. The concept, is an abstraction formed by the generalization of the particularities. The concept is a brief definition of a group of facts or symptoms.
 - c. Generalization, is a general conclusion based on specific matters, derived from analysis, opinion or verification in research.
 - d. Principle, is the main idea, pla scheme that exists in the material that develops the relationship between several concepts.
 - e. Procedure, is a series of sequential steps in the subject matter to be done by the student.
 - f. Fact, is a number of special information and material that is considered important consists of terminology, people and places and events.
 - g. Term, are new and special treasury words permitted in the material.
 - h. Example or illustration, is a matter or action or process that aims to clarify a description or understanding of a word in the outline.
 - i. Definition, is an explanation of the meaning or understanding of a thing or a word in the outline.
 - j. Proportion, is a statement or theorem, or opinion that need not be argued. The proportion is almost equal to the assumption and paradigm (Sukmadinata, 2004: 35).
- Furthermore, the contents of the curriculum should also deal with the scientific knowledge and learning experience that must be provided to the students to achieve the educational goals. Subjects as the contents of the curriculum, broadly divided into three major categories of knowledge of right-wrong (logic), good knowledge bad (ethics), and knowledge of beautiful-ugly (aesthetics/art). These three things, according to Nana Sudjana can be operated in the subjects in between.
- a. General subjects and special subjects. This concerns knowledge that is public or required by most

people, such as: social science, culture, government and language. Specific subjects are concerned with the knowledge necessary for the purposes of human life in particular, such as to have work.

- b. Descriptive subjects, which contain facts and principles. Facts regarding immediate things can be observed. For example plant structures, animal classification and function.
- c. Normative subjects, the rules of the game, norms and rules used to make moral or ethical choices (good-bad), or reflect the size of values, such as religious subjects, ethics, manners.

Viewed from the subject function from within the curriculum structure can be categorized as follows:

- a. General education, ie subjects given to students with the aim of nurturing students become good citizens and responsible in accordance with the philosophy of the nation. Subjects or areas of study that include the religion of learning, sports and health, art.
- b. Academic education, ie subjects aimed at fostering the intellectual ability of students or learners as a

basis for further education development. For example, the subjects of mathematics, science, social studies, language and others, according to the type and level of education.

- c. Education expertise or profession, ie subjects that aim to nurture students become semi-professionals in their field as a basis to enter the world of work. For example, educational subjects for teacher education school students, and Economics for SMEA and others.
- d. Skills education, ie subjects given to students with the aim of providing some special skills that are considered useful for the life of students in the future (Sudjana, 2002: 2) .

The criteria used in selecting the material or the contents of the curriculum include:

First, subjects in the framework of scientific knowledge. It means that the subjects chosen as the contents of the curriculum must be clear both in the context of scientific knowledge so it is clear what to learn (ontology), it is clear how to study the method

(epistemology) and clear the benefits for the students of human beings.

Secondly, subjects must be tested. That is, the subject is expected to survive as biased scientific knowledge in a certain period so that the long survival is not quickly changed and replaced by other knowledge.

Third, subjects must have functional (useful) for learners and society in general. That is, selected subjects are useful and have a high contribution to the development of learners and the development of society.

According to Sudjana, the contents of the curriculum must be able to determine the success or failure of a goal. The contents of the curriculum are as follows:

- a. The contents of the curriculum should be appropriate and meaningful for the development of students or learners. That is, in line with the stage of child development.
- b. The contents of the curriculum must reflect the social reality, meaning in accordance with the demands of real life in society.

- c. The contents of the curriculum can achieve a comprehensive goal, meaning that it contains aspects of intellectual, moral, and social in balance (balance).

- d. The contents of the curriculum must contain scientific knowledge that is test-resistant, meaning not quickly weathered just because of changes in the demands of everyday life.

- e. The contents of the curriculum must contain clear learning materials, theories, principles, concepts contained in them not just factual information.

- f. The contents of the curriculum should be able to support the achievement of educational goals. The contents of the curriculum are prepared in the form of educational programs that will be described and implemented through the process of teaching / learning experiences of students (Sudjana, 2002: 34-35).

3. Method

The term method is simply interpreted in a fast and precise way. Etymologically, the word method derives from meta and hodos which are often interpreted by through and the

way of doing things. In the Arabic dictionary the method is known as *thoriqah* plural *thuruq* which means strategic steps to perform a job (Ramayulis, 2005: 155). However, if understood from the origin of the word method has a more special understanding, which is the right way and fast in doing something. The phrase of the most precise and rapid way is to distinguish the term way that berate way too (Tafsir, 2004: 8).

Because etymologically the method is often interpreted as the most appropriate and fast way, then the size of work in one method must be taken into account completely scientifically. Therefore, according to Ahmad Tafsir a method always the results of experiments that have been tested (Tafsir, 2004: 8). Based on this description, then the method of education is the most appropriate and quick way to teach education. In its use, the word precise and fast is often expressed in terms of effective and efficient. Then the method is understood as the most effective and efficient way of doing something teaching material. Effective teaching means that the learner can understand perfectly. While efficient teaching is a

teaching that does not require much time and energy.

The understanding of the method by terminology experts differed opinions. Hasan Langgulung as quoted by Ramayulis interpreted the method as a way or a path that must be passed to achieve educational goals (Tafsir, 2004: 156). According to Oemar Hamalik method is the way used to deliver the subject matter in an effort to achieve the curriculum goals (Hamalik, 1999: 26). Another opinion said by Al-Abrasyi said the method is a path followed to provide understanding to learners in all kinds of subjects (Al Abrasyi, tt: 267).

Hasan Langgulung believes that the use of the method is based on three main aspects, namely, first, the characteristics and interests related to the main purpose of Islamic education, namely the formation of a believer who claims to be a servant of Allah ('Abdullah). Secondly, regarding the truly applicable methods mentioned in the Qur'an. And third, talking about the movement (motivation) and discipline in terms of the Qur'an is called reward (*shawab*) and punishment (*iqab*) (Langgulung, 2004: 260).

A method implies the implementation of teacher activities and student activities in the learning process. Methods are implemented through a specific procedure. Nowadays, students' activeness learns to get the main pressure compared to student activeness acting as facilitator and mentor for student. Therefore, the term method emphasizes more on the activities of teachers, then replaced with the term learning strategies that emphasize the activities of students. Learning method or strategy, occupies an important function in the curriculum, because it contains tasks that need to be done by students and teachers. Therefore, the preparation should be based on a task analysis that refers to the objectives of the curriculum and based on student behavior. In this connection, there are three alternative approaches that can be used, namely:

a. A subject-centered approach, in which the subject matter is primarily, comes from the teaching. The delivery is done through communication between teachers and students. The teacher as a messenger or communicator, the student as the recipient of the message, the lesson material is the

message itself. In the communication sequence can be used various teaching methods.

- b. A student-centered approach. Learning is done based on student needs, interests and abilities. In this approach more widely used methods in the context of individualization of learning. Such as self-learning, modular learning, learning packages and so on.
- c. A life-oriented approach to society. This approach aims to integrate schools and communities and to improve people's lives. The procedure taken is to invite the community to school or students visiting the community. The methods used consist of field trips, resource persons, experience work, survey, community service / service projects.

The methods applied in the West, almost totally dependent on the interests of learners, teachers only act as motivators, stimulators, facilitators, or just as instructors. The system that tends and directs to the students as the center (child center) is very appreciative of the individual differences of the learners (individual differences). This causes teachers to

only stimulate and motivate their students to learn and they are given freedom, while the formation of characters is less a teacher's concern.

The teacher's effort to choose the right method of educating the students is tailored to the demands of the times. So, in dealing with learners he must make sure that the lesson given to them is so easy to accept, it is not enough to be gentle. But he must think of the methods he will use, such as choosing the right time, matching material, a good approach, the effectiveness of methods and so on.

Departing from the above, a teacher is required to learn the various methods used in teaching a particular subject, such as telling stories, demonstrating, solving problems, discussing the use of Islamic education experts from time immemorial until now studying the principles of learning, principles of methodology in the verses of the Qur'an and the Sunnah of the Prophet Muhammad.

Therefore, teachers are required to have accuracy, ingenuity, and care in choosing the method because it is very influential on the effectiveness in delivering teaching materials. And in

principle in the use of these methods can be done by kombinasi bias.

4. Evaluation

The word evaluation comes from the word to evaluate which is often interpreted by judging. The term value (value) was originally popularized by the philosopher, and Plato was the first to say it. Assessment in education means a set of actions or processes for determining the value of something related to the world of education. According to the Life Sciences evaluation means establishing a phenomenon which is assumed to mean in the same thing based on a standard (Hamalik, 1999: 196).

Curriculum evaluation is intended to assess a curriculum as an educational program to determine the efficiency, effectiveness, relevance and productivity of the program in achieving the established educational objectives. Efficiency with respect to the optimal use of time, personnel, facilities and other resources. Effectiveness with respect to the selection or use of the most appropriate way or way of reaching the goal. Relevance regarding the suitability of a program and its implementation with the demands and

needs, both from the interests of society and learners. While productivity with regard to the optimal results achieved from a program. According to Nana Sudjana, in the curriculum there are several aspects that need to be evaluated, namely education programs, including assessment of objectives, program content and learning strategies (Sudjana, 2004: 12).

To conduct such evaluation needs to be based on the principle of clear objectives, realism, ecology, operations, qualifications, the balance between the real and ideal curriculum, and the balance relationship. In order to apply the principle of fairness, objectivity, and sincerity of education evaluation aims to know or collect information about the level of development and progress obtained learners in order to achieve the educational goals set in the curriculum.

- a. Know the achievement of learners' learning outcomes to determine the decision whether the learning materials need to be repeated or can be continued. Thus, the principle of long life education really goes on a continuous basis.

- b. Knowing the effectiveness of how to learn and teach whether what has been done by the teacher is right or not, both with regard to the attitude of teachers and the attitude of learners.
- c. Knowing the institutions to determine whether the right to achieve healthy competition, in order to race in achievement.
- d. Knowing where the curriculum has been met in the process of learning activities in schools or madrasah.
- e. Knowing the financing needed in a variety of needs, whether physically, such as space, library, teacher honorarium, etc., as well as psychological needs such as calmness, peace, health, harmony, etc. (Arikunto, 1999: 13).

Urgency Curriculum in Education Today

As said before, that the curriculum plays an important role in education. Because the curriculum will bring and shape education in accordance with what is expected. Or in other words, if we want to see how the future of education, then look at the curriculum.

In summary, there are three functions of the curriculum, focusing on

three aspects: first, for the school concerned, the curriculum serves as a tool for achieving a set of desired educational goals and as a guide in regulating daily learning activities. Second, for the school level, namely as preserver of education process and preparation of labor. Third, for the consumer, the curriculum serves as a participation in facilitating the implementation of educational programs and constructive criticism in the improvement of a harmonious program.

In addition, other functions of the curriculum are not only related to those within the school environment, but the curriculum functions are also linked to various parties outside the school environment, such as textbook writers and even the community (stakeholders). Even today, curriculum development involves multiple layers (stakeholder) that is directly or indirectly will influence or be influenced by the validity of a curriculum (Gunawan, 2012: 119-120).

For the authors (writers) of textbooks, understanding the curriculum is an absolute necessity, because to be able to write what book is in

accordance with the will of the curriculum, then the only way is to read and understand the curriculum itself. As a textbook writer should learn in advance the current curriculum. To make a variety of subject and sub-subject, the author of the textbook should make an instructional analysis first. Then draw up the outline for a particular subject, new sources of relevant material.

By using a curriculum that serves as a guide, textbooks written can achieve the objectives and learning objectives as set forth in the curriculum. Textbooks are well arranged and in accordance with the applicable curriculum, will be a guide for teachers of textbooks that use, so as not to cause poisoning terhadap taught material.

For the subject teachers, the curriculum can be a guide. The curriculum for a teacher is a compass, ie the curriculum is a guide for teachers in the effort of teaching and learning activities. As it is known that every learning process has a target achievement of goals. In other words, the purpose of education and teaching has to be known by the teacher before

teaching. Therefore, prior to the learning process, the teacher must have prepared everything as needed, including the appropriate strategies of the subjects to be presented to achieve the goals set.

To achieve the educational and teaching objectives that have been set, the need for appropriate learning strategies. Therefore, a good assessment, estimation and planning should be done. For new teachers as Dakir said that before teaching the first thing to ask is the curriculum. After that it will be the outline of the teaching program (GBPP) and then the teacher looks for various sources related to the subjects he teaches (Al Nahlawi, 1995: 93).

Educational curriculum developers at schools, should show some key principles in curriculum development. According to Oemar Hamalik (2007: 30) there are at least eight principles of curriculum development, namely: a) goal-oriented principles, b) principle of relevance (conformity), c) principles of efficiency and effectiveness, d) flexibility principle, e) continuing principles, f) the balancing principle, g)

the principle of integration, and h) principles of quality priority.

DAFTAR PUSTAKA

- Al-Abrasyi, Muhammad Atiyah. Tt. *Ushul Al-Atrbiyah al-Islamiyah*, Bairut: Daar al-Fikr.
- Al-Nahlawi, Abdurrahman. 1995. *Pendidikan Islam di Rumah, Sekolah dan Masyarakat*. Jakarta: Gema Insani Press.
- Andayani, Abdul Majid dan Dian. 2004. *Pendidikan Agama Islam Berbasis Kompetensi*. Bandung: Remaja Rosdakarya.
- Arifin, M. 1996. *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara.
- Darajat, Zakiah. 1996. *Ilmu Pendidikan Islam*. Jakarta: Bumi aksara.
- Gunawan, Heri 2012. *Pendidikan Karakter, Konsep dan Implementasi*. Bandung: Alfabeta.
- Hamalik, Oemar. 1999. *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- , 2007. *Dasar-Dasar Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya.
- Majid, Abdul 2006. *Perencanaan Pembelajaran, Mengembangkan Kompetensi Guru*. Bandung: Remaja Rosdakarya.
- Mudzakir, Abdul Mujib dan Jusuf. 2005. *Ilmu Pendidikan Islam*. Jakarta: Kencana.

- Muhaimin. 2005. *Pengembangan Kurikulum Pendidikan Agama Islam, di Sekolah, Madrasah dan Perguruan Tinggi*. Jakarta: Raja Grafindo Persada.
- Mulyasa, Endang. 2006. *Kurikulum Tingkat Satuan Pendidikan, Suatu Panduan Praktis*. Bandung: Remaja Rosdakarya.
- Nasution, S. 2005. *Asas-asas Kurikulum*. Jakarta: Bumi Aksara.
- Print, Murraray. 1993. *Curriculum Design and Development*. Australia: Allen & Unwin.
- Ramayulis. 2005. *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- Rusman. Tt. *Manajemen Pengembangan Kurikulum*. Jakarta: Rajawali Press.
- Sudjana, Nana. 2002. *Pembinaan dan Pengembangan Kurikulum di Sekolah*. Bandung: Sinar Baru Algensindo.
- Sukmadinata, Nana Syaodih. 2004. *Pengembangan Kurikulum, Teori dan Praktek*. Bandung: Remaja Rosdakarya.
- Tafsir, Ahmad. 2004. *Ilmu Pendidikan dalam Perspektif Islam*. Bandung: Remaja Rosdakarya.