# The Urgency of Curriculum Development in Student Education Elementary School

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**ABSTRACT**

In implementing education, the curriculum occupies a strategic position in determining the quality of educational output. In addition, in its development the curriculum must pay attention to the existing foundations such as the philosophical foundation, psychological basis, sociological basis and also the basis of science and technology. The curriculum is always changing according to changes that occur in society which are also the impact of the curriculum itself. The curriculum is not static, but dynamic and is constantly influenced by changes in the underlying factors. In developments and changes in the curriculum, it is intended to be better than the previous curriculum. In its implementation, this study uses a qualitative research type with a literature study method, where this method is used to get the main answers to problems in the urgency of the curriculum development foundation. The analysis used is descriptive analysis, which intends to explore and clarify an existing phenomenon or social reality.

**Keywords:** *Curriculum, Education, Foundation*

## INTRODUCTION

According to Law no. 20 of 2003 concerning the National Education System, defines the curriculum as a method that has been prepared to implement planned educational goals. The curriculum is not only meaningful as a subject, but has meaning as an activity that is related to learning as an effort to achieve educational goals. So in this case the curriculum is used as a design in education.

As an educational design, the curriculum has a very strategic position in the educational aspect. The important role of the curriculum means that curriculum preparation cannot be done without a strong foundation. The importance of the position of the curriculum also means that the process of compiling and developing the curriculum must be more careful and cannot be haphazard in compiling the curriculum but must be based on considerations or on a basis. So that the curriculum can be used as a basis for

organizing education and can facilitate the achievement of educational goals and make learning more efficient and effective. Therefore, in developing a curriculum it must be identified and studied accurately, selectively, in depth and comprehensively regarding the basis that will be used as a basis for planning, developing and implementing the curriculum.

The existence of a solid foundation will produce a strong curriculum, for example in educational programs it will produce educated people in accordance with their human nature, both for the present and the future. The use of an appropriate basis in developing a curriculum is very necessary for central (macro) level curriculum developers and must be understood and used as a basis for consideration by curriculum developers at the operational level (educational units) including teachers, school principals, education supervisors, school boards or education committees and other parties. -other related parties (stake holders). With the use of government policy regarding operational curriculum development that will be carried out by each educational unit, all levels in the educational unit must have a broad and in-depth understanding of the basis for curriculum development and operationally serve as a reference in implementing a curriculum in the educational unit they manage. The foundation that will be chosen as the basis for developing a curriculum is influenced by the worldview, culture, political policies that have been adopted by a country developing the curriculum. However, in general the basis that will be discussed is the philosophical, psychological, sociological basis, as well as the basis of science and technology, which are the general and basic foundations that will be used as the basis for developing the curriculum.

## RESEARCH METHODS

This research is qualitative research using library research or literature study. In general, qualitative research methods are scientific activities that are structured, planned, systematic and have certain objectives, both practical and theoretical (Raco, 2010). The data collection process using qualitative research methods uses literature study or library research. Literature study is another term for literature review, literature review, theoretical study, theoretical review, theoretical basis, and literature review. In this literature study, library searches are not only the first step in preparing a research framework (research design), but can also be used to obtain data by utilizing library sources (Zed, 2014).

In this research, various sources were used that provide knowledge that provides data regarding the Urgency of the Foundation for Curriculum Development in Primary School Student Education through various reading sources such as books, journals and articles that provide data regarding the Urgency of the Foundation for Curriculum Development in Primary School Student Education. After all the data sources that will be used in the research have been collected, the data sources are classified based on their quantity. So that from the many data sources that have been used, the data can be selected and made into results that are easy to read and interpret. In this research, the method used to analyze data is descriptive analysis, which aims to explore and clarify a phenomenon or

social reality by describing a number of variables related to the problem being researched at that time.

## RESULT AND DISCUSSIONS
### Philosophical Foundations in Curriculum Development

Philosophy literally means "love of policy", to be able to act wisely, you need knowledge obtained through a deep, systematic and logical thinking process. In general, Socrates (Majir, 2017) stated that philosophy is a way of thinking radically, comprehensively and profoundly or thinking deeply. Meanwhile, Plato (Sukirman, 2007) explained that philosophy is the science of truth. Philosophy seeks to study various problems faced by humans, including educational problems.

The philosophical basis for curriculum development (Majir, 2017) is the assumption or formulation of the results of thinking deeply, analytically, logically and systematically in planning, implementing, developing and developing the curriculum. The use of philosophy in curriculum development takes the form of written programs or in the form of operational implementation in schools. This philosophy is something that can guide students towards achieving educational goals. In curriculum development, of course it must be based on certain philosophical schools. This step will provide nuance to the concept and implementation of the curriculum being developed. (Bahri, 2011). The philosophical foundation of education in Indonesia itself is Pancasila, so the values contained in each principle in Pancasila must be taught to students. Because the philosophy of the Indonesian state is able to solve various problems faced by Indonesian society. But of course, each school of philosophy definitely has its own strengths and weaknesses.

According to Redja Mudharyo in (Majir, 2017), there are 3 systems of philosophical thought that have a big influence in the world of education, including:
(1) Philosophy of Idealism

The philosophy of idealism states that reality is essentially spiritual rather than physical, mental rather than material. This philosophy states that humans are intelligent and purposeful spiritual creatures. His rational mind allows humans to determine the choices they must follow themselves. From this philosophy of idealism, the aim of education must be to develop character, talent and social goodness in accordance with human nature. Thus, curriculum objectives starting from the central level (ideal) to operational objectives (learning) must reflect the formation of this character. Sukirman in (Foundations for Curriculum Development) explains that the content of the curriculum is based on the philosophy of idealism and is designed to develop human thinking abilities and skills through practical programs and education. Educators must have excellence that makes them role models for students and imply this philosophy by being responsible for creating a conducive environment for the implementation of education by having excellence in implementing education.

(2) Philosophy of Realism

The philosophy of realism views that the world or reality is material in nature. This is inversely proportional to the philosophy of idealism. The philosophy of realism which states that the world is formed from real, material and substantial unity. In essence, humans are based on what they do. The educational curriculum is developed in a comprehensive manner that includes knowledge of a scientific, social nature, as well as learning that contains values. The content of the curriculum is more effectively organized in the form of subjects because it tends to be subject-oriented or subject-centered. Sukirman in (Foundations for Curriculum Development) states that this philosophy is implied by positioning educators as education managers who must master education-related tasks.

(3) Philosophy of Pragmatism

The philosophy of Pragmatism views that reality is impossible and unnecessary, because true reality is physical reality, plural and changing (becoming). This philosophy of pragmatism states that humans are the result of biological, psychological and social evolution because humans are born without the ability to language, beliefs, ideas or norms. The educational goals of this pragmatism philosophy are more directed towards efforts to gain experience that can be used to solve new problems in human life both individually and socially. Sukirman (2007) stated that the implication of pragmatism philosophy for developing curriculum content is to include experiences that have been tested and are in accordance with students' interests and needs. The learning process must also be directed at problem solving, investigation and discovery efforts led by educators. These three philosophical schools then produced new thoughts called philosophical attitudes and paradigms. Armstrong in (Suprihatin, 2007) stated several postmodern paradigms related to the world of education and contributing to dynamics in the world of education. These paradigms include:

    a. Essentialism

      This essentialism paradigm is a transfer of the transmission of noble cultural heritage to the next generation. According to Olivia in (Suprihatin, 2007) education for essentialism is a vehicle that brings humans into the culture of life. All students are taught about general core knowledge such as natural sciences and engineering fields with new learning models which are expected to increase teaching efficiency.

    b. Progressivism

      Progressivism believes that education is democracy and the educational process is centered on the interests of the learner. Olivia in (Suprihatin, 2007) explains that progrivism holds the view that education is a service to students'/learning needs. Learning needs and interests are the main interests of education as well as the main considerations in providing educational services. The lesson content involves students solving problems and reflecting and is taken from social scientific studies that have relevance to programs that use this genre.

    c. Perennialism

Olivia in (Suprihatin, 2007) is of the view that education is the discipline of the mind, the development of reason, and the conveying of truth that does not change and will not end forever. Perennialism emphasizes an academically based curriculum that emphasizes logic, grammar, rhetoric and modern language. Then students are given the opportunity to learn in situations outside of school. Lessons in schools emphasize scientific and technological experiments with less emphasis on the notion of a quality life that should be emphasized, while ignoring lessons that focus on things that have less obvious influence on the development of the mind.

d. Reconstructivism

Kneller in (Suprihatin, 2007) explains this paradigm as anti-establishment and holds the view that schools must stand at the forefront of creating fundamental social change and is the opposite of essentialism. School programs should prepare students as social reformers so that their role is not limited to ordinary people.

e. Extensionalism

Armstrong in (Suprihatin, 2007) stated that extensionalism does not have principles that can be applied to everyone. The only reality that is considered objective is that we should live life to the best of our ability because in the end we will die. This school does not allow for students to be forced to use the same curriculum and students must feel free to choose what they will study at school and have a strong influence on school governance.

f. Postmodernism

Armstrong in (Suprihatin, 2007) states that postmodernism has a view that is centered on the individual based on individual differences which give rise to different perspectives in responding to things. This paradigm focuses on individuals and a unique approach to understanding things by paying more in-depth attention to cultural issues. Schools should provide opportunities for students to learn about different people and cultures. In its implementation, deep belief in science is not permitted and is given the opportunity to receive information in other forms related to society's perspective. In this case, teachers should act democratically and involve students in open dialogue and self-discovery.

**Psychological Foundations in Curriculum Development**

The Indonesian National Encyclopedia (1990) explains that psychology is a science that studies humans and animals, whether they can be seen directly or not. So, it can be concluded that what is meant by psychology is a science obtained with the aim of being able to study human behavior, as well as human relationships with their environment.

The curriculum is a program in the implementation of the educational process which functions as a tool to change student behavior in the direction expected by education, such as forming new behavior in the form of actual or potential competencies, as well as other new abilities that can be obtained in a relatively long time. Thus, in the process of

developing an educational curriculum, a foundation must be used that comes from scientific studies in the field of psychology.

The implementation of psychological foundations in curriculum development aims to adapt the education carried out to the nature of students, namely by adjusting the material or materials that must be delivered and the implementation of the learning. In curriculum development, psychological foundations are the basis that must be known and understood by all parties, because the behavioral characteristics of each individual at various levels of development are studies from developmental psychology, so that curriculum development will always be related to educational programs for the benefit of students.

In curriculum development, there are two branches of psychology that are very important to pay attention to and understand together, namely learning psychology and developmental psychology. Learning psychology is a way of teaching and learning carried out by teachers and students to get optimal results, where the teacher tries to teach students and the students' development is influenced by the learning process. Learning psychology contributes to curriculum development related to the process of delivering the curriculum to students, as well as students' understanding of the curriculum, so that it is related to curriculum implementation strategies.

Developmental psychology is the regular changes experienced by living things from conception to death. Changes experienced by individuals occur through a maturation process and a learning process. Developmental psychology is very necessary to determine the content of the curriculum given to students, both at the level of depth and breadth of material, difficulty and appropriateness, as well as the usefulness of material that is adapted to the student's stage of development. William Stern in the convergence school states that development is a collaboration between nature and the environment, which recognizes that human nature has potential from birth, but will continue to develop over time to become better and more perfect due to environmental influences.

The final view regarding the theory of developmental tasks (developmental tasks) was developed by Havighurst, that what is meant is the real tasks that must be carried out by each individual according to the level of development required by their environment. Through this task, children will develop well and operate as a whole, starting from the simple to the most complex.

The view of children as unique creatures has a big influence on the educational curriculum development process, where every child has differences as well as similarities. The implications of this for the curriculum development process include the following:

a. Each child is given the opportunity to develop according to their interests, talents and needs.

b. In the curriculum, apart from providing vocational teaching materials, the school also provides academic teaching materials, so that students who have talent in the academic field can be given the opportunity to continue their education to the next level.

c. Apart from providing core or general lessons that students must study, the school also provides elective subjects that suit children's interests. 4) The curriculum

contains objectives that contain knowledge, values or attitudes, as well as skills that describe the whole person, physically and mentally intact.

Other implications of children's knowledge of the learning process (actual curriculum) include the following.

a. Learning objectives formulated operationally always focus on changes in student behavior.
b. The teaching materials provided must be in accordance with needs, interests and concerns, so that they will be easily accepted by students.
c. The teaching and learning strategies used must be relevant to the students' developmental stages.
d. The learning media used can always attract the attention and interest of students.
e. The evaluation system is integrated into one comprehensive unit and is interconnected from one stage to another and is carried out continuously.

Learning psychology is a scientific discipline that examines how individuals learn, where learning itself can be interpreted as changes in behavior that occur through experience, whether in cognitive, affective or psychomotor forms. In contrast to changes in behavior that occur due to maturity or instinct and coincidence, this is not included in learning. Developing learning theories can be grouped into three groups, including the following:

(1) Power Theory (mental discipline)

Since birth, individuals have had certain potential or powers which have their own functions, such as the potential to remember, think, observe, express opinions and solve problems which are continuously trained so that they can function well. For example, memory is trained by memorizing something.

(2) Behaviorism theory

This theory comes from the assumption that individuals do not carry potential from birth. This theory is divided into three groups, namely: connectionism/association theory, namely that life is subject to the law of stimulus-response or action-reaction, conditioning theory, and reinforcement theory (operant conditioning). The law of stimulus and response will occur if there is a pleasant result.

(3) Organismic or Gestalt Theory

This theory refers to the understanding that humans are considered as organisms that have a reciprocal relationship with the environment as a whole, which is woven by stimulus and response. According to this theory, learning is not memorizing, but rather solving problems, which occurs because of the interaction between the individual and his environment. The principles of this theory influence many learning practices in schools, including the following:

a) Learning based on the whole, that is, students are given learning material to study as a whole, which is broken down into parts, then studied as a whole, and connected to each other in an integrated manner.

b) Learning is personality formation, that is, students are guided to acquire knowledge, attitudes and skills in a balanced manner.

c) Learning thanks to understanding, contains the meaning of mastery of knowledge, where students are able to align understanding with their attitudes and skills.

d) Learning based on experience, in its application students are able to actively participate in the learning process, where they work, react, understand and experience every process they go through in learning activities.

e) Learning is a developmental process, where there are three theories that teachers must know, namely: child development is the result of innateness, child development is the result of the environment, and child development is the result of innateness and the environment (developmental task), as stated by Havighurst.

f) Learning is a continuous process, where humans will never stop learning until they are old, even though there are factors of need. To maintain this, the curriculum recommends that carrying out the learning process is not focused on the available curriculum, but rather with an extra curriculum to meet the needs of students. Success in learning is not completely determined by students' abilities, but their interest, attention and abilities are also very important motivational factors for achieving learning success.

**Sociological Foundations in Curriculum Development**

Indonesia has a culture in every region and a very heterogeneous society. Therefore, society becomes an important factor in curriculum development so that the sociological aspect becomes one of the foundations. Curriculum in society is the result of a way of thinking, feeling, aspiring or a habit. In developing a curriculum, it is necessary to understand a culture, namely a pattern recorded in society in the form of ideas, ideals, knowledge, beliefs, ways of thinking and art. In Indonesia itself, it is not yet focused on this, but attention to curriculum development in society itself has been realized in the form of local content curriculum in each region.

Sociological factors as a basis for developing a curriculum can be seen from 2 sides, namely the culture and curriculum side, then from the community and curriculum side. This sociological basis is related to what social characteristics will be achieved further in education according to the curriculum that has been prepared. This sociological basis pays attention to every stratification that exists in society. In a pluralistic society there are various patterns of life and patterns of action. The approach applied on a sociological basis is a humanist approach with the existence of togetherness and brotherhood. This humanist approach means paying attention to every layer in society, including race, ethnicity, religion and existing groups.

The emergence of a sociological basis in the curriculum is due to developments in the education system in countries which place the curriculum as an important position in all

existing schools. According to Masitoh et al. Cultural factors are an important part of curriculum development with the following considerations:

a. That individuals are born uncultured, both in terms of habits, attitudes, knowledge, ideals, etc. This is obtained from interaction with the existing cultural environment, family and society.

b. The curriculum must basically look at social and cultural aspects. This sociological aspect is related to the social conditions of various communities such as industrial society, agriculture, fishermen, etc.

c. All values agreed upon by society are then referred to as culture. And culture is the result of human creativity, feeling and initiative.

Apart from these factors, the sociological basis in developing the curriculum is important because: (a) Education contains and provides a balance of values. Because education is directed at developing children so that they are in accordance with the values that exist in society. (b) Education is directed at life in society. Not only for education but also life in society. (c) The implementation of education is influenced and supported by the community environment where the education takes place, such as the available facilities and infrastructure.

According to Oemar Hamalik (2008), in considering curriculum preparation, he believes that with a sociological basis, students will become: 1) Subsystem of beliefs/life beliefs. Every society has beliefs or convictions about the human form they aspire to. 2) Value subsystem. Values are general measures that are considered good by society and serve as guidelines for human behavior regarding how to live the best life. 3) Community subsystem The curriculum must be based on community needs and directed to meet these needs. 4) Subsystem of requests or demands (demands) Community needs encourage the emergence of requests that need to be met.

**Foundations of Science and Technology (IPTEK) in School Curriculum Development**

Education is an effort to prepare students to face the living environment through guidance, teaching and training activities for the future. Technology is the application of scientific knowledge and other sciences aimed at solving practical problems. The development of science and technology in Indonesia influences several fields including politics, economics, social, culture, religion, security, education, and others. The fields of education and industrial technology have a reciprocal relationship. This can be seen from the many tools produced by industry and the technology used to assist education, for example television, radio, video, computers and other equipment. The development of technology and communication products requires teachers to have adequate knowledge and skills. Considering that education is an effort to mature students in facing changes in science and technology, the curriculum must be based on developments in science and technology.

The development of science and technology can be said to be the trigger for changes in development progress. The development of science and technology has implications for curriculum development because it includes updating educational content or materials, the use of learning strategies and media, and the use of an evaluation system. The choice of

subject matter is determined from the results of contemporary developments in science and technology, whether related to the results of obtaining information or ways of obtaining information, and then using it for the benefit of society, which of course in its implementation must refer to predetermined principles.

The support provided by science and technology in development will create a more advanced, independent and more prosperous society. The increasing speed and emergence of competition between nations with the development of science and technology means that society must be able to take advantage of the development and mastery of science and technology because it will have implications for the development of human resources. Therefore, the basics are needed so that human resources are able to follow the development of science and technology, including:

(1) The development of science and technology must see an effective and dynamic balance in line with the development of human resources, the implementation of research, and the development of infrastructure that supports science and technology.

(2) Science and technology is structured in a directed manner to improve the life of the nation and the quality of welfare of human resources.

(3) The development of science and technology must be in accordance with religious values, noble values, culture and the surrounding environment.

(4) Science and Technology is structured based on efforts to increase research effectiveness, efficiency and development.

(5) Science and technology development must provide solutions to concrete problems.

The curriculum development process is a school's autonomous right, because schools have the freedom to develop the curriculum so that the curriculum to be used is adapted to school conditions, both the conditions of the students and the conditions of the region. So the curriculum may experience changes in its implementation because it encourages the relevance of education to the challenges of current developments and it can be said that the curriculum applied in education will not remain constant. Then, so that the curriculum is in accordance with developments in science and technology, the curriculum needs to pay attention to the needs of society, industry, lifestyle, labor requirements and requirements, and individual needs in accordance with the interests of science and technology.

The development of society requires that the educational process be more relevant with a design in the form of a curriculum whose basis for development takes into account the development factors of society. The development of science and technology has brought many changes to the value system. Education which was initially normative has now become positive. Therefore, curriculum development cannot be separated from the development of science and technology, so that the resulting curriculum has strength that comes from science and technology and can develop and give birth to science and technology for human progress. Currently, developments in science and technology provide innovation in learning in schools, for example interactive multimedia learning carried out online, be it audio, visual or audio-visual. Therefore, educators have an

important role in delivering material by using innovation in learning in accordance with developments in science and technology.

**CONCLUSION**

Curriculum is a tool that is equipped with methods or methods that have been prepared to implement planned educational goals. The importance of the position of the curriculum means that the process of preparing and developing the curriculum must be more careful and cannot be haphazard in its preparation, but must be based on its foundation, so that in developing the curriculum it must be identified and studied accurately, selectively, in depth and thoroughly regarding the foundation that will be used as a foundation. in planning, developing and implementing the curriculum. The philosophical foundation in curriculum development (Majir, 2017) is an assumption or formulation from the results of thinking deeply, analytically, logically and systematically in planning, implementing, developing and developing the curriculum. The philosophical foundation of education in Indonesia is found in Pancasila, so the values contained in each principle in Pancasila must be taught to students, because philosophy can be a way out of various problems faced by Indonesian society. Redja Mudharyo in (Majir, 2017) stated three philosophical systems that are very influential in the world of education, namely the philosophy of idealism, realism, and pragmatism.

The implementation of psychological foundations in curriculum development aims to adapt the education carried out to the nature of students, namely by adjusting the material or materials that must be delivered and the implementation of the learning. In curriculum development, there are two branches of psychology that are very important to pay attention to and understand together, namely learning psychology and developmental psychology.

Sociological factors as a basis for developing a curriculum can be seen from 2 sides, namely the culture and curriculum side, then from the community and curriculum side. The emergence of a sociological basis in the curriculum is due to developments in the education system in countries which place the curriculum as an important position in all existing schools.

The development of science and technology has implications for curriculum development because it includes updating educational content or materials, the use of learning strategies and media, and the use of an evaluation system. The choice of subject matter is determined from the results of contemporary developments in science and technology, whether related to the results of obtaining information or ways of obtaining information, and then using it for the benefit of society, which of course in its implementation must refer to the principles that have been determined, where the support provided by science and technology in Development will create a more advanced, independent and more prosperous society.

Philosophical, psychological, sociological and science and technology foundations are very important things to understand and master before the curriculum development process, because with these foundations, the curriculum cannot be developed just like that

and by anyone, but requires a process that is based on foundations. clear information with reliable sources, so that it will produce a good curriculum for education now and in the future.

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