

High School Curriculum Innovation

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Abstract

Curriculum innovation is a strategic step taken by schools in facing the challenges of the learning process during the covid-19 pandemic which has been running for almost the last 2 years to result in the learning process in schools continuing to change according to existing conditions and needs. The purpose of this study is to describe the innovation of the high school curriculum in the era of the covid-19 pandemic on the following aspects: a. Curriculum objectives, b. Contents of the curriculum, c. The learning process, d. Curriculum Evaluation, and f. Supervision of the learning process. This study uses a qualitative method. Data collection techniques used are observation, document analysis and interviews. Based on the results of research conducted by direct observation to schools and interviews with teachers, in general curriculum innovation is carried out on aspects: curriculum content, learning process, curriculum evaluation. Curriculum innovations have been adapted by schools based on the needs and conditions of learning by referring to normative references to changes or reductions in basic competencies, indicators and learning objectives.

Keywords: Curriculum Innovation, Covid-19 Pandemic, and Middle School

INTRODUCTION

The condition of the development of the Covid-19 pandemic, which has not yet ended, requires the Indonesian government to issue various policies to suppress the spread of Covid 19, another name for the corona virus, namely the application of masks and students studying at home with the guidance of both parents, as well as various other rules, namely the abolition of the national exam, By studying at home until now it has caused problems for parents, students and teachers because they are not used to distance learning. In addition, distance learning is less interactive. student attendance which is sometimes difficult to control, and the attendance rate has decreased considerably due to various factors including factors within students and less than optimal parental control. The latest data that were infected were 2,976,172 cases of Covid-19 in Indonesia, continuing to increase after the new variant (kompas.com).

The development of covid which is still very difficult to predict and also when it will end. Of course, this will greatly affect the future of the school, when to go back to school, when manual teaching and learning activities are carried out at school as usual and various other uncertain school activities. So students will continue to study at home with additional burdens due to the PSBB/PPKM which are difficult to interact with in their respective environments. With this, there are rules for teachers to creatively adapt to the development of a changing environment, one of which is to innovate learning curricula that are tailored to their needs.

The curriculum is seen as a plan drawn up to facilitate the teaching and learning process under the guidance and responsibility of a school or educational institution and its teaching staff. Hamalik (2011:17) with this program, students carry out various activities, so that changes and developments in student behavior occur, in accordance with educational

goals. Furthermore, that the curriculum is the basis and guideline in running the national education system, Wibawa (2017:192-193). Nasution (2003: 252) also explains that the curriculum can also experience changes if there is a new stance regarding the learning process, so that curriculum forms arise. Changes in society, the explosion of science, and other challenges of a nation require the applicable curriculum to continue to adapt to the needs and challenges of the world of education. These changes make the current curriculum no longer relevant, and this kind of threat will always be faced by every curriculum, no matter how relevant it is at one time. Curriculum changes regarding changes in the basics both regarding the goals and the tools or ways to achieve that goal. Changing the curriculum often means changing people, namely teachers, educators and those who nurture education. That is why curriculum changes are considered as social changes in education. "Carles and Harfitt (2013: 183) in a study on Higher Secondary Education Innovation: A Case Study of Curriculum Change in Hong Kong, The research revealed that the use of language arts to promote active and enjoyable learning, has been carried out to a meaningful learning process, and there is some evidence of beginner implementation of the broader learning process in the reform process envisaged in the documentation process."

The study, illustrates that on the political dimension, education policy makers have strengthened the previous task and suggested that the Hong Kong government's weak political legitimacy led to compromises on education reform, and that early approaches to policy implementation should be considered. This means that, in the implementation of a policy package, changes in the field of education are largely determined by the determinants of policy implementation such as examples of existing social factors. Meanwhile, other expert views on the curriculum, namely: Prideaux (2003: 9)

"The curriculum represents the expression of educational ideas in practice". The phrase by Prideaux explains that the curriculum is positioned as something that represents the expression of educational ideas in daily practice and implementation. Therefore, the expression of ideas and styles of educational practice will be reflected in the form and even the type of curriculum that is being and will be implemented. In addition, Psifidou (2009:2437) said "The curriculum was in fact a compendium of study programs for each subject put together rather mechanically, along with their respective class hours. The term "curriculum" was used to denote only the number and distribution of class hours, while the content was described in the so-called "study programs". In this sense, the curriculum was perceived by the teachers as a sort of a roster, rather than as a strategy for development and a framework of the overall teaching and learning process".

The curriculum is a summary of the course of study for each subject that is put together mechanically, along with the respective class hours. the expression of ideas and styles of educational practice will be reflected in the form and even the type of curriculum that is being and will be implemented. In addition, Psifidou (2009:2437) said "The curriculum was in fact a compendium of study programs for each subject put together rather mechanically, along with their respective class hours. The term "curriculum" was used to denote only the number and distribution of class hours, while the content was described in the so-called "study programs". In this sense, the curriculum was perceived by the teachers as a sort of a roster, rather than as a strategy for development and a framework of the overall teaching and learning process". The curriculum is actually a summary of the course of study for each subject that is put together mechanically, along with the respective class hours. The expression of ideas and styles of

educational practice will be reflected in the form and even the type of curriculum that is being and will be implemented.

Meanwhile, Parashar (2012: 686) views "Curriculum overall can be viewed as a composite whole, including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution". The curriculum as a whole can be viewed as a composite whole, including learner, teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outcomes and possible outcomes in institutional learning. While Wood (1963) "Curriculum is the whole range of the recognized and casual experiences specified to the learners, offered by the institution and under the administration of an institution". Wood (1963) quoted by Mahmood (2018: 65) states that the curriculum is the entire set of recognized and ordinary experiences prescribed for learners, offered by an institution and under the administration of an institution. Likewise, Taba (1962:481) says: "A curriculum is a plan for learning: therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum".

Innovation: Zhu & Shu (2017:101) regarding curriculum innovation, namely: "Curriculum innovation is defined in various ways with the following characteristics in common: (1) targeted at enhancing students' learning and development, and often managed in a planned manner ; (2) enacted through the development and implementation of educational products that reflect new values and ideology; (3) involving possible changes in stakeholders' beliefs and behaviors; and (4) enacted within a multi-dimensional socio-cultural". The term curriculum innovation can be defined differently by different people, the authors adopted the definition;Markee's (1997:46) definition, which says: "Curricular innovation is a managed process of

development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters".Ibrahim (1988: 40) defines that innovation is an idea, item, event, method that is felt or observed as something new for a person or group of people (society), either in the form of invention or discovery. Innovation can also be interpreted as something new in the social system or level of society. Innovation is used to answer or solve a problem.

While Rogers (1983:4) that, "An innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption". Rogers views innovation not from/just something new, but something that is felt necessary to be accepted by individuals/individuals or certain units, either in the form of ideas or other forms of practice for certain purposes. The explanation of this innovation is not much different from that put forward by Piere, "An innovation is an idea for accomplishing some recognize social end in a new way for a means of accomplishing some new social end".Kennedy, White and Kouraogo (1987:9) say that, "Innovation...more than change, al though all innovation involves change". In addition, Zaltman and Duncan (1973: 7) say, "An innovation is an idea, practice, or material artifact perceived to be new by the relevant unit of adoption. The innovation is the change object". Innovation is often interpreted as renewal, discovery and some are associated with modernization. Change and innovation, both are the same in terms of having elements that are new or different from before. Innovation is different from renewal because in innovation there is an element of intentionality.

RESEARCH METHODOLOGY

This research is qualitative with a case study approach, Moleong (2010:5). The data collected will be described analytically describing the information obtained empirically. Furchan (2011: 447)

"This research is not directed at testing hypotheses, but to find information that can be used to make decisions".

Using document analysis and in-depth interviews in the data collection process and data analysis used the Miles and Huberman model. According to Miles and Huberman, (2009: 20). In the process of testing the validity of the research data, Moleong (2001: 327-337) adopted steps through seven techniques, namely: "extension of participation, persistence of observation, triangulation, peer examination through discussion, referential adequacy, negative case studies, member checks, and detailed description".

RESULTS AND DISCUSSION

a. Curriculum Content Components,

Aspects of conformity with learning objectives, have a good formulation of objectives. Writing learning objectives to follow the ABCD format, namely: Audience, Behavior, Condition and Degree. Determination of basic competencies and competency standards as well as indicators need to pay attention to conformity based on competency analysis, determination of core competencies, basic competencies and learning indicators that have been prepared. The results of the document analysis conducted by the researcher are in line with the results of interviews with school leaders and teachers who carry out the preparation of writing learning objectives referring to the provisions of Permendikbud No. 22 of 2016 concerning Basic and Secondary Education Process Standards that learning objectives are formulated based on competency analysis, core competencies, basic competencies and learning indicators using operational verbs that can be observed and measured, the scope of their formulation includes attitudes, knowledge, and skills as well as their suitability with the ABCD formula. In the context of learning, instructional design can be defined as a systematic process for solving learning problems through the process of planning learning materials and activities

to be carried out, planning learning resources that can be used and planning for success evaluations. In other words, instructional design helps teachers and instructional design create or design learning according to instructional objectives, which is effective and efficient. Specific Instructional Objectives is a translation of specific instructional objectives. Foreign literature also mentions it as an objective, or enabling objective, to distinguish it from general instructional objectives, goals, or terminal objectives. Which means general instructional objectives or final instructional objectives, Suparman (2014: 212). Highly detailed instructional objectives. learning objectives must be written in terms of the ability of students. This means expressing what changes are expected to occur in students after attending teaching on a particular subject, Soekartawi, Suhardjono et al (1995: 41). Dick and Carey (2000) has reviewed how Robert Mager influenced the world of education, especially in America to formulate Instructional Objectives in a clear and definite sentence and can be measured. The formulation means that Instructional Objectives is disclosed in writing and informed to students or students and teachers have the same understanding of what is contained in Instructional Objectives. The formulation of Instructional Objectives must be carried out with certainty, meaning that the meaning contained in it only contains one meaning and cannot be interpreted in other forms. For this reason, Instructional Objectives must be formulated into verbs that can be seen by the eye (Suparman, 2014: 213). Writing learning objectives at least states about: a). Contents of material and discussion b). Expected level of performance c). Prerequisites for disclosure of work results.

Aspects of the development of teaching materials, the results of interviews with five subject teachers have provided information that the development and development of teaching materials carried out by teachers is adjusted to the needs of

the type of material to be taught to students and adapted to predetermined learning objectives. Teachers in the use of teaching materials use books that are relevant to learning materials and remain based on the use and utilization of various relevant learning resources. In the aspect of school leadership support, the information that researchers got from the interview process conducted on subject teachers had provided objective information related to school leadership support in terms of improving the quality and learning process by providing access to information for teachers, improving school facilities. in the field of renewable learning technology and in accordance with the needs and competencies of all teachers. Other support is also provided by the school leadership in the form of training to increase teacher competence in the application of learning information technology,

The selection of various types of learning carried out by the teacher of each subject is highly adapted to the objectives, materials, methods and learning media that will be applied to students. The variety of learning carried out during the COVID-19 pandemic was more based on the use of various learning resources based on the use of the internet and other sources of material relevant to learning objectives.

One of the other innovations in determining and selecting basic competencies that must be mastered by students in learning in the current covid-19 era carried out by teachers is to provide learning materials that are adapted to everyday life and the learning situation experienced by students at this time. Information on the results of interviews given by all teachers who became informants in this study is where teachers do not really refer to all the basic competencies that are used as references from the ministry of education and culture.

b. Components of the learning process,

The condition of the outbreak that is still happening and even increasing, in the aspect of learning strategies where researchers determine the variables that

will be the main focus in the interview is about the choice of variations in learning methods and media, classroom management strategies used by all teachers in carrying out the learning process. Based on the results of interviews with subject teachers, the learning method uses more discussion methods, experiments and based on projects given to children individually or in groups of no more than five students in each group by emphasizing the application of health protocols in the process. complete the task given by the teacher. While the use of learning media as the main means of the communication process in learning is the application of zoom and google meet and using google classroom as a medium which according to the teacher is not foreign to them at the time of its use. Therefore, in the aspect of choosing learning methods and media, in principle, it is highly adapted to the objectives, materials, and learning needs of students while still referring to the competencies that have been given to be implemented by all teachers during the selected learning process.

Class management practices that have been carried out classically and in groups have completely changed in line with the ongoing covid-19 pandemic by further optimizing online classes as a learning platform that has been determined by the central government and the COVID-19 response task force in the Bogor City government. one of the informants who is a Biology subject teacher as one of the cases applied by the teacher concerned in teaching students for certain materials that require experimentation using learning videos uploaded on the school's YouTube channel and subject teachers' personal so that children will be more optimal in following the experimental process of the material that will be and is being taught.

Conceptually, learning management is the way a teacher manages his class and develops desired student behavior and reduces or eliminates unwanted behavior, develops interpersonal relationships and a positive socio-emotional climate, and

develops and maintains an effective classroom organization, Alfian (2016: 80). The classroom learning management strategy used by the teacher has implications for learning motivation and student achievement. The purpose of implementing this aspect of classroom management strategy is to optimize conducive classroom conditions. In addition, classroom management is also used as an effort to increase student motivation and learning achievement. This is supported by observational data which shows that in every learning activity the teacher has provided motivation to students, both in the form of expressions or actions that can increase student learning motivation, Basunari (2017: 171). Referring to the concept described by the experts, classroom management in the context of learning during the COVID-19 period further optimizes learning communication facilities provided by schools as a form of support and quality learning services tailored to the learning needs of students.

In the aspect of learning resources, school support continues to provide through existing funding and advises all teachers to package more learning resources in the form of videos. Information obtained by researchers during interviews with teachers regarding the use of learning media, in the learning process in the covid-19 pandemic, teachers mostly use textbooks, videos, power points which have been chosen as the main learning media at this time. , because it is assessed and felt by teachers and students to be very effective and efficient in learning. while in the selection of variations of learning resources, teachers are not monotonous using textbooks that have been provided by the school, but also use other learning resources based on information technology,

c. Curriculum Evaluation Component

In the learning assessment process, the results of interviews that provide information on the implementation of learning assessments in the assessment

process, still refer to the assessment of students' cognitive aspects of mastery and application of material in the form of tests and practices that are simulated through existing learning videos from students as part of the assessment of student attitudes in the learning process that takes place online and in the process of assessing learning outcomes, the teacher has determined the form of assessment based on learning objectives, materials and basic competencies that will be achieved by students through material mastery tests, projects in problem solving and students' active attitudes in following the process. there is. Learning assessment tools used are more ability tests that are referred to cognitive aspects,

d. Components of Supervision of the learning process.

Aspects of monitoring and supervision of learning, in this process school leaders and vice principals and staff involved carry out monitoring of the learning process based on the frequency of use of the zoom meeting application which has been prepared by the school for free for teachers to use in carrying out teaching assignments and existing web-based learning system applications. Supervision of teacher performance based on information from informants when interviews were carried out, school leaders consisting of principals, vice principals conducted once in a semester with the existing learning quality development team as the main implementer of supervision tasks, the results of supervision were followed up as material for performance evaluation teachers and improving teacher competence in the next semester.

CONCLUSION

Based on the document data of learning devices and interviews that have been described descriptively above, the conclusions formulated in this study related to high school curriculum innovation in the era of the covid-19 pandemic are more carried out in the aspect of determining curriculum goals

which in implementing innovation in the preparation of learning objectives , Curriculum content, learning process, curriculum evaluation, and supervision of the learning process.

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