Improving Curriculum Organization In The Education System In School

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Keywords	Abstract
Curriculum Organization, Education System.	The world of education cannot be separated from the curriculum. The curriculum is one of the most important components of education. The curriculum can cover a broad scope and a narrow scope. The curriculum must be in accordance with the needs and demands that exist in society. The curriculum must also be able to adjust the components in it. In its implementation in an educational institution, the curriculum needs to be developed, in developing a curriculum it certainly cannot be done without references or guidelines. One of the curriculum developed must pay attention to curriculum organization. Organizing the curriculum is one aspect that needs to be considered so that curriculum development can meet all the needs and demands of students, educators, and also the community. This study uses the Library Research method by examining several data sources from books related to the organization and design of curriculum development. The conclusion of this study is that the organization acts as a method used to determine the selection and integration of various learning experiences organized by educational institutions in the curriculum development process. An organization is very necessary for the management process, namely the planning organization, the organization in the context of implementing the curriculum, and the organization in the context of curriculum evaluation.

INTRODUCTION

To build a more advanced Indonesia, it is necessary to prepare young generations who have the ability or competence in a field. A good education is needed to form a technology and knowledge literate generation. Given the current conditions, faced with various rapid progress in all aspects. If you are not able to take the current progress, it is certain that the nation will experience backwardness and setbacks. In the world of education, what is called a curriculum is needed that helps in achieving national education goals.

According to Asset Sugiana, in organizing the curriculum, it must be arranged as much as possible to achieve the expected educational goals. Several things must be considered in organizing the curriculum, namely, seeing the needs, interests, and talents of different students (Aset Sugiana, 2018). Organizing the curriculum is a form of compiling teaching materials or materials to be taught to students. With the organization of the curriculum, it is hoped that the curriculum will meet various needs, demands, expectations, problems experienced by students, educators, and the community. In addition to curriculum organization, planning, validation, implementation and evaluation need to be carried out which are part of curriculum design. Curriculum development cannot be separated from various aspects that influence it, such as ways of thinking, value systems such as morals, the development process, the needs of students and the needs of students and the needs of the community as well as the direction of community programs.

This curriculum development model in the education and management system which is centralized is different from being centralized. The development model in the curriculum that is an academic subject is different from a theoretical study of the development model in the curriculum and curriculum organization, especially the development of a digital adaptive curriculum organization, (Rahmatullah, AS, et al., 2022) because everyone is already adaptive to the digital world, at least through cellphones, (Syahrani, S. 2021) thereby having the opportunity to increase the ability of teachers in controlling/guiding classes, (Syahrani, S. 2022) so that students are expected to be more focused (Syahrani, S. 2022) and more prepared, (Shaleha, Radhia , and Auladina Salihah, 2021) the learning process is more managed, (Syahrani, S. 2018) because many Korans talk about the importance of management, (Syahrani, S. 2019) and this kind of action is a strategy that is responsive to the current conditions happening in the world of education. , (Chollisni, A., et al., 2022) and it is hoped that the development of curriculum organization will also highlight the improvement of students' character during learning. online teaching takes place, (Syahrani et al, 2020) because online learning does not mean that learning is important, but student character building should also be carried out, if things like this are included in the development of curriculum organizations, then online learning that is full of

tasks and boring can be a difficult learning managed neatly (Syahrani, 2018) and very humanist in the eyes of students, (Syahrani, 2017) it is hoped that the course of education in Indonesia will be more humanistic and this is ideally the actual education process, (Syahrani, 2017) although online, but not too much tasks and finally create student learning independence even though only through teacher supervision via the internet (Syahrani, 2017).

METHODS

The method used in this research is Library Research, namely literature review or literature review. Literature review is a research process whose data collection method is in the form of library data, which is obtained from reading literature and recording and processing data that becomes research material (Mustika Zed, 2014). Literature review of data sources in the form of books, journals, articles, news, newspapers, magazines, or other sources related and in accordance with the problem being raised.

RESULTS AND DISCUSSIONS
Curriculum Organization

Curriculum organization is the subject matter that will be taught to students. Curriculum organization is an important basis in curriculum development. Curriculum organization has strong ties to the educational goals to be achieved. This is because the curriculum organization also determines the aspects needed in the learning process (Nasution, 1995).

1. The general framework for the learning program to be delivered to students is the curriculum organization. In curriculum development activities, organizations have a role as a way or step to determine the sorting and organization of various learning experiences held by educational institutions (Sukiman, 2013).
2. Organization is a social group that is closed or open from/to outside parties, which is under certain rules, led by a leader/administrative staff, who can carry out regular and purposeful guidance. An organization is needed to start the management process, namely: (Oemar Hamalik, 2012)
3. The planning organization is carried out by a curriculum development agency or a curriculum development team.
4. Organization for implementation.
5. Organization in curriculum evaluation. Each curriculum organization has its own special characteristics, has its own demands such as demands on educators, media, school administration, and other demands to implement the curriculum (Muhammad Zaini, 2009).

Curriculum organization is closely related to the management of learning materials in the curriculum, while the sources of learning materials in the curriculum are cultural

values, social values, aspects of students and society, as well as science and technology. A number of factors must be considered in the organization of the curriculum, the first is the scope and sequence of learning materials. The scope and systematics of learning materials is one of the factors that need to be considered in a curriculum. Each curriculum pattern has a different scope of subject matter. In addition to the scope of the subject matter, how the sequence of these materials should be presented in the curriculum also needs to be considered in the curriculum organization.

Second, curriculum organization, curriculum continuity, especially those related to the substance of the material studied by students, need to be considered. The spiral approach is one of the efforts to apply this factor. That is, the material received by students is getting deeper and developed based on the breadth of the study.

Third, in curriculum organization, the balance of subject matter needs to be considered as well. The more dynamic changes and developments in science, social culture, and the economy affect the dimensions of the curriculum.

Fourth, the allocation of time required in the curriculum must be considered in the process of organizing the curriculum (Rusman, 2009). In selecting and organizing the curriculum, a procedure is needed such as:

1. Employees. The role of educators is very important, this is because the selection and organization of the curriculum is determined based on the mastery of the curriculum content among educators, both individually and in groups.
2. Subject books. In this procedure, to determine the content of the curriculum, it is based on the material contained in the textbook selected by a certain committee.
3. Opinion survey. In this procedure the selection, organization, or reorganization of curriculum content begins by identifying the opinions of several parties with a survey.
4. Study errors. This procedure is to analyze the errors and weaknesses of the learning experience, for example by paying attention to the behavior that is formed through the curriculum.
5. Study other curricula. It could be said to be a patchwork‖ method. That is studying how the curriculum in other schools, educators or schools can implement and determine the curriculum content for their institutions, which is in line with the expected goals.
6. Analysis of adult activities. The first step is to study the various activities or activities that exist in life. It aims to find out what activities will be useful for students in their school environment.
7. Social functions. This procedure relates to activity analysis, but has a slightly broader view. Adult society performs many social functions in daily life. There are various kinds of functions, and basically they are in certain areas of life that cannot be separated from

the total life situation. Therefore, the functions that have been found are then classified into areas of living.

8. Interests and needs of youth. The scope of this procedure is determined based on various adult life functions which are classified into areas of persistent life problems. The sequence of this procedure is based on the background, maturity, interests and needs of the students chronologically and logically. In carrying out this procedure or step, it is necessary to involve persistent problems, with the scope and sequence based on the students themselves and also related to personal and social uses, in addition to preparing readiness for the next life (Rusman, 2009).

The forms of curriculum organization include the following:

Subject Curriculum (Isolated Subject or Subjectmatter Curriculum)

This curriculum organization is classified as a traditional form of curriculum. This curriculum has long been used in schools before, until a new curriculum appeared in 1968 and the curriculum in 1975. Some of the characteristics of this curriculum form are: (1) a number of subjects that are not combined from one subject to another (each -each lesson stands alone), (2) each lesson seems to have a certain space and time, (3) only aims at mastering science without paying attention to other behavioral aspects, (4) not based on the needs, interests, and problems faced by participants students, (5) not taking into account the needs, problems, and demands of society that are always developing, (6) the methodology or approach used is imposition and creates differences among students, (7) the role of educators is very active in the learning process, and (8) participants are not involved in curriculum planning cooperatively (Oemar Hamalik, 2017); (Aslan and Wahyudin, 2020).

Curriculum with Correlated Subjects.

Seeing the separation between subjects, there is a new effort to connect various subjects to make it easier for students to gain understanding. This can be called a curriculum with correlated lessons. This correlation pattern consists of 2 kinds, informal correlation and formal correlation. Informal correlation, a subject educator asks other subject educators to link the lessons to be taught in class with materials that have been prepared by the first educator. For example, a History educator will teach the history of the Diponegoro War. Then, this educator asked Earth Science educators to discuss the geographical area of the Diponegoro War. Furthermore, language educators were asked to teach stories about the atmosphere of society during the war. While formal correlation, some educators collectively plan to correlate subjects that are their own responsibility. In a way, the educators concerned first determine the focus of the problem. For example, educators determine the topic of family. Educators who teach language lessons provide stories related to family life, educators who teach singing lessons teach lullabies, educators

who teach arithmetic provide records of family budgets. Then continue to do so, so that educators of other subjects can contribute to the discussion of these topics. Characteristics of this curriculum is to correlate various subjects, there is an attempt to connect lessons with life problems even though the goal is still within the scope of mastery of science, begin to seek adjustment of lessons to the interests and abilities of students even though the service to individual differences is still very limited, using the correlation method, although there are many difficulties, and although educators still play an active role, the activities of students have begun to be developed.

Curriculum Field of Study

According to the views of a number of experts, the curriculum in this field of study is included in the type of correlated curriculum. The views of these experts are correct because the field of study is a combination or fusion of a number of similar subjects, which have similar characteristics. The characteristics of this curriculum (1) consist of teaching in which there is a combination of a number of subjects, of the same type and have the same characteristics, (2) lessons starting from the core subject, which are then broken down into a number of subjects, (3) based on the curricular goals and instructional objectives that have been outlined, (4) the delivery system is integrated, (5) the role of educators as educators in the field of study, (6) curriculum preparation takes into account the interests, problems, and needs of students and the community although it is still within the limits certain fields, (7) there are various types of fields of study (Oemar Hamalik, 2017).

Integrated Curriculum

In the integrated curriculum the boundaries between all subjects are not visible because all subjects have been formulated in the form of units. Everything has been integrated or integrated as a unified whole. The characteristics of this curriculum include, (1) based on the philosophy of democratic education, (2) based on Gestalt or organismic learning psychology. (3) based on socio-cultural and socio-cultural. (4) based on the needs, interests, and level of development or growth of students. (5) wider, not only supported by the existing maps. It is even possible for new subjects to emerge and be used as problem solvers. (6) the delivery system used is a unit teaching system, either an experience unit or a subject matter unit. (7) the roles of educators and students are equally active. Even the role of students can be more dominant in teaching and learning activities and educators only act as mentors (Oemar Hamalik, 2017); Core Curriculum, The characteristics of this curriculum:Essential characteristics, Core lessons include experiences that are important for the growth and development of all learners, Core programs related to general education to obtain various results, Unity of core activities and experiences, Long execution time.

Its characteristics are as follows: Planned cooperatively from educators, Extensive and comprehensive learning experience units, The process is democratic, Educators are responsible as mentors, Flexible and varied learning and extensive learning resources, Using problem solving methods, Educators and students have a good relationship, Has various forms of assessment and is carried out continuously and intact, Learning experience that is functional and responsible for students and Strive to improve the learning process.

CONCLUSION

Curriculum organization is a form of lesson material that will be delivered to students. Curriculum organization is an important basis in curriculum development. Curriculum organization is closely related to the educational goals to be achieved. This is because the curriculum organization also determines the aspects needed in the learning process. Curriculum organization is a general framework of learning that will be provided for students. In the curriculum development process, the organization acts as a method for determining the selection and organization of learning experiences organized by educational institutions. In curriculum design, an overview of curriculum elements and the relationship between these elements is seen, each design is developed into a curriculum design that contains various main curriculum elements, namely goals, contents of learning experiences and evacuations that are in accordance with the core of each design model.

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