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CURRICULUM ORGANIZATION

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ABSTRACT

Curriculum organization has an important role in facilitating students to learn subject matter, thereby achieving effective learning objectives. Curriculum organization, i.e. the pattern or form of learning materials compiled and delivered to students which is a very important basis in curriculum development and is closely related to the goals of the educational program to be achieved, because the form of the curriculum also determines the learning materials, their sequence and how to present them to students/learners. This study uses the method of library research (library research) which takes data sources from relevant theories. The data sources in this study are the subject of valid and relevant data using primary data collection techniques with updated and online documentation, as well as supporting or secondary data by seeking the latest sources, whether in the form of books, articles, or websites. The results of this study are a discussion of the concept of curriculum organization, principles of curriculum organization, vertical curriculum organization, and horizontal curriculum organization.

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1. INTRODUCTION

The world of education cannot be separated from the curriculum. Curriculum is a very important component of education. Everything related to the educational process is an embodiment of the curriculum. Because the curriculum will affect the results of education [1]. The Indonesian government together with the private sector continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of the educational curriculum [2].

Curriculum is a significant thing in educational programs. Within a certain period of time the curriculum must be updated in accordance with changes in education in society, so as to produce relevant learning [3]. Curriculum changes continue to occur as a result of progress and changes in the world of education and the world of work which always demand college graduates to have quality qualifications, experience, knowledge and education in order to be able to compete in an increasingly competitive job market [4].

According to Sugiana's assets, curriculum implementation must be structured as effectively as possible to achieve the expected educational goals. Some things that must be considered in organizing the curriculum are looking at the different needs, interests and talents of students [5]. The curriculum must be in accordance with the needs and demands that exist in society.

The curriculum contains elements of education that are often neglected. The curriculum in general is the elaboration of the vision, mission and goals in the world of education, so that it has a central position [6]. Curriculum is an important part of the educational process. Education without a curriculum will look disorganized [7]. The quality of education will not be satisfactory if the components of education which include foundations, objectives, curriculum, teacher competence and professionalism, patterns of teacher-student relationships, learning methodologies, infrastructure, evaluation, financing and other elements are managed as is without being taken care of carefully [8].

The role of the curriculum is very important in the world of education which has three roles. The key elements of the curriculum are conservative, critical or evaluative, and creative. These three roles must be applied in a balanced way.

In addition to that role, the curriculum also plays several functions, namely adaptation, integration, differentiation, preparation, selection and diagnostics [9]. Some of these features are fully implemented by the curriculum. This feature has a consistent impact on student growth and development.

In its implementation in an educational institution, the curriculum needs to be developed, in curriculum development it certainly cannot be done without references or guidelines. One of the curricula developed must pay attention to the curriculum organization. Several actors are involved in determining the model of curriculum organization, namely: the central government or local government which is macro in nature and the independent school-style curriculum which is micro [10].

Curriculum is the entire program and activities that are structured to realize educational goals in general and specifically the vision and mission of the institution as a whole [11]. Curriculum organization, namely the pattern or form of lesson material is compiled and delivered to students. For students, this becomes a very important basis in curriculum development and is closely related to the objectives of the educational program to be achieved, because the form of the curriculum also determines the subject matter, its sequence and how to present it to students.

2. METHOD

This research method is qualitative research, namely research in the form of analysis of a problem or event that is happening in the social environment. Qualitative research is research that aims to understand social reality, namely seeing the world as it is, not the world as it should be, so a qualitative researcher must be someone who has an open mind [12]. This study used the literature review method (library research) which takes data sources from relevant theories. The data sources in this study are valid and relevant data subjects, using primary data collection techniques with updated and online documentation, as well as supporting or secondary data by seeking the latest sources, whether in the form of: books, articles, or websites. There is also data analysis using data reduction, data presentation, and drawing conclusions. After that, checking the validity of the data was obtained through triangulation, as well as using reference materials.

3. RESULTS AND DISCUSSION

3.1. Curriculum Organizational Concept

"The curriculum organization is the structure of the curriculum program in the form of a general program instruction framework that is communicated to students.", said Nurgiyantoro in 1988. Curriculum structure, namely the pattern or form of material is compiled and conveyed to students as the basis for curriculum development which is very important and closely related to the objectives of the educational program to be achieved. Instructions determine materials, their order, and presentation to students . Curriculum is a tool used by programs and courses of educational institutions that relate to lesson planning for students at a certain educational level [13].

"Organization in curriculum refers to the sequencing, ordering, and integrating of learning opportunities so that intended outcomes are achieved or learners otherwise profit from the opportunities presented." said Mc Neil in 2017 [14]. This means that the preparation of the curriculum refers to a series of rules and combines learning opportunities, therefore the expected result is that students can achieve learning objectives, so that the results of these learning can be obtained.

"Stated curriculum organization is a technical process that involves a number of steps such as selecting facts, ideas, and concepts that are important from an individual and social point of view." said Mrunalini Talla in 2012. This is related to the maturity of students. Various content elements are integrated as a whole. The curriculum is compiled and placed in the hands of the teacher to be transacted. Science related to nature and the material world [15]. Curriculum organization is the answer to the question "How is learning safeguards organized or arranged so that educational effectiveness is achieved?" Because learning experiences originate from the results of interactions between students, curriculum content, teachers, and the learning environment, the question is paraphrased as "How can content and learning activities be arranged in the curriculum so that educational goals are achieved" [16]. So, it can be concluded that curriculum organization is a set of facts, ideas, and learning concepts so that learning objectives will be maximized.

Two Dimensions of Organizational Curriculum Ralph Tyler has written extensively about the "vertical" and "horizontal" relationships of learning opportunities [14]. The curriculum organization has an important role to play in considering a curriculum, namely:

a) Curriculum resources and organization
b) Curriculum goals and priorities
c) Adjustment of the curriculum [17]

3.2. Curriculum Organization Principles

Curriculum workers who adhere to the principles of curriculum organization will develop programs that are more comprehensive, consistent, and effective [14]. "Several general principles outlining the work that must be done in relation to the curriculum organization." Said Talla in 2012. which must do the following:

1) Provide scope and sequence with individual flexibility
2) Provide the same set of educational experiences, as well as important experiences
3) Adjusting to the way of learning based on where the learning takes place
4) Carry out the achievement of the goals that have been set, and encourage the evaluation of student growth and development in accordance with these goals.

5) Give consideration to individual students, and involve them in cooperative curriculum planning and active learning efforts.
6) Associate the picture of total education in such a way as to influence the learning climate in schools and in society [15].

The basic aspects must be kept in mind when choosing a curriculum and learning experience. There are various problems that we encounter in the process of curriculum experiences and learning experiences:

Rational Selection

One of the important principles of rational selection emerges namely:

1) Is the content appropriate?
2) Which content is rational?
3) What to add?
4) What to remove?
5) What is the reason?
6) What are the new ways of learning?
7) Is it still necessary to provide formal learning or distance learning or online learning experiences, namely when selecting content/curriculum experiences or learning experiences?

Content should also seek appropriateness, unity, depth and sequence of learning. What are the needs of the community or the demands of the community, for example choosing courses that are currently in demand such as computer science? So, it is necessary to make a rational selection of curricula and learning experiences.

Define Criteria

Taking into account needs, societal needs, learner studies and learning processes, knowledge analysis and subject matter criteria can be established, both content and learning experience must be beneficial and a clear distinction must be made between the two.

Content Validity and Significance

Content must be valid and significant to contemporary trends in the explosion of knowledge and the development of science and technology.

Consistency with Social Reality

Namely the proper analysis of society and knowledge as the main thing prescribes the curriculum. In the Indonesian context, we must know our culture and how to preserve it. Attention to social realities and global concerns is important.

Balance of breadth and depth

There must be a balance between the breadth and depth of ideas presented in the curriculum. It's not just introducing ideas that vary understanding of the right concepts.

Provisions for various purposes

The goal is not just acquiring content or knowledge but adding various details. The curriculum can be more effective if it includes the most general to the smallest level of objectives [15]. The principle of curriculum development can be based on Philosophy, Psychology, Sociology, Economics, Management, Religion, Ideology and others [18]. Other sources discussing curriculum development note that there are several general principles such as relevance, effectiveness, practicality or efficiency, flexibility and continuity, which are the goals of lifelong learning [19].

3.2.1. Organizing Elements

For opportunities to be related, both vertically and horizontally, there must be some common element between them. Elements are the warp and weft threads of the curriculum organization. Some of the more common elements are used as the basis for organization.

Concept

The curriculum plan is built around key concepts such as culture, growth, number, space, entropy, and evolution.

Generalization

Generalizations are conclusions drawn from careful observations by scientists.

Skills

Skills are generally considered a proficiency plan for curriculum organization. It is usually used as a basis for establishing continuity in the program. Elementary schools, for example, sometimes organize learning experiences around a variety of skills, such as recognition or comprehension skills, basic skills in operations in mathematics, and skills for interpreting data.

Value.

Philosophical values are cherished beliefs that should not be questioned but considered as absolutes for government. An example is respect for the dignity and worth of every human being regardless of race, nationality,

occupation, income or class and self-respect. When organizing curriculum plans around values, most activities should be designed in such a way as to reinforce the particular value chosen [20].

3.3 Horizontal Organization

There are two principles of horizontal organization that must be met to develop an effective horizontal learning experience. These two principles include integration and coverage between curriculum or subject elements such as theories, concepts, propositions, and principles. Horizontal structure refers to how the material/themes are arranged/arranged in a certain pattern.

3.3.1. Integration

"Blended learning as organizing material files to integrate subjects that would normally be taught separately." Integrated learning can be interpreted by organizing learning material by uniting separate subjects into a sequence that does not need to separate material or subjects [21].

"An integrated curriculum is a curriculum composed of combining scientific disciplines through a combination of content, skills and attitudes." said Wlodfinger in 1994. [5]. Integrated curriculum or known as IC with an interdisciplinary curriculum, namely integration in several subjects, for example, science will be taught as a general science rather than biology, physics, and chemistry [22].

Indicated that the integrated curriculum was triggered by the following:

1) True learning occurs when students engage in meaningful and purposeful activities.
2) The most significant activities are activities that are most directly related to the interests and needs of students.
3) Knowledge in the real world is not applied in pieces but in an integrative manner.
4) Individuals need to know how to learn and how to think and should not become a vessel for facts.
5) Subject matter is a means, not a goal.
6) Teachers and students need to work together in the educational process to ensure successful learning.
7) Knowledge grows exponentially and changes rapidly; it is no longer static and can be conquered.
8) Technology changes access to information, opposing key, sequential, predetermined steps in the learning process [23].

The integrated curriculum concept continues the conversation with real-life experiences that transfer more easily toward the future. Integrated curriculum directs students to face the world [24] to fully test the quality of the curriculum integration unit which includes five characteristics used namely relevance, richness, relatedness, rigor, and recursion.

a) Relevance
   Students expect learning to be meaningful and often look for reasons why they learned something and how they will use it. Integrated units are developed for that reason, namely to make learning purposeful. The goal is to make learning opportunities more personally relevant by combining life experience and real-world applications
b) Richness
   "Wealth involves multi layering. This is a study unit that discusses the eight multiple intelligences described". said Gardner in 1989. Such visual-spatial, verbal-linguistic, intrapersonal-self, interpersonal-social, musical-rhythmic, mathematical-logical, naturalist-physical world, and kinesthetic-bodily. Wealth is about ambiguity and wholeness. Wealth boosts units with their sturdiness.
c) Linkage
   Relatedness refers to the natural connections and connections across different disciplines. It is about the breadth of the unit that spans multiple disciplines in an original and intertwined way. Linkage really refers to the cohesiveness of the units, how tightly coupled the designs are and how much genuine overlap is evident across the various content areas.
d) Rigor / Stiffness
   Rigidity is the complexity and intricacies of higher-order thinking inherent in a unit of study. Rigidity does not mean that the work is difficult, but rather that the work is of high quality and complex that requires attention, full attention of problem solving and decision making. Stiffness determines expert performance and produces multi-layered products.
e) Recursion
   Recursion is the quality of themes and grand ideas repeating in units as well as in schools and other life circumstances. Themes with the highest integrity are those that are repeated frequently and in a variety of ways in subject matter content and real-life situations. Recursion is proof that themes are feasible, worldly, and far-reaching [24].

Horizontally, the curriculum must be organized to link subjects to one another, to link curriculum to experiences outside of school and to link curriculum to needs and interests. Horizontal relationships call for applying organizational elements to an increasingly wide variety of situations. Commonly used organizing principles require increasing breadth of

application and range of activities, and placing larger and larger parts of the whole. Sometimes student issues and interests serve as a framework or organizing center in which knowledge from various fields can be pooled [14].

Course integration has high value for student learning and placement. Horizontal integration expands students' knowledge horizons. In other words, integration allows students to understand not only the relationship between subjects, but also the relationship between school knowledge and extracurricular learning experiences, and the relationship between curriculum and student aptitudes, interests and personal needs [16].

Integration and specialization of knowledge is considered a dilemma in education. Learning is more effective when facts and principles from the field are linked. For example, when teaching literature/history or learning within the field can be related to other fields, even though it may not be displayed in the organization of the content which is called the integration that occurs in individuals. This means seeing the relationship between experience and knowledge [14].

The main advantage of this integration pattern is that it allows a more natural relationship of ideas, facts and concepts drawn from different fields of knowledge. If the core unit topics are chosen carefully, these relationships can approximate those prevailing in life situations, thus at the same time enabling maximum life application [16]. Integration can allow students to see ideas construct and relate to one another, how ideas form patterns and connections at the conceptual level and ideas from integrated wholes.

Although the terms integration and integrated are used widely and varied in the curriculum literature, most commonly, integrative refers to connections within and across disciplines. An interdisciplinary curriculum will integrate topics, concepts, skills and knowledge from different content standards; different school subjects for example, science and history, as well as various areas of intellectual and social life. Interdisciplinary connections in the curriculum denote relationships between or within the knowledge, principles, and skills of different subject matter areas. Integration must avoid the trap of too tempting blurry lines between disciplines in such a way that each is either simplified or indistinguishable. When disciplines “disappeared” in the name of integration, the real victim is student learning[17].

Jacobs (1989) also attempted to define curriculum options for the integrated curriculum. He has defined five options from discipline-based to full program integration, they are:

1) Parallel discipline: discipline maintains itself as a separate entity; however, teachers attempt to sequence topics so that related ideas are taught concurrently in separate disciplines. This is similar to the Fogarty sequencing model.
2) Multidisciplinary: related disciplines are formally unified for analysis and study. For example, humanities, fine arts, political history. This type of integration supports the creation of new courses offered by finding connections between existing disciplines.
3) Interdisciplinary: certain units or study programs are built to unite all disciplines in the school curriculum. Units of study are designed around themes, ideas or problems that emerge from the regular curriculum. These units are taught for a certain period of time (two weeks, one month, one semester) determined by the teacher. Specific time blocks are set aside on a daily or weekly schedule to accommodate interdisciplinary units. However, the units do not replace existing disciplines, but complement each other.
4) Integrated day: a full day program based on a theme that focuses on the interests and needs of students. Based on the British Infant School movement of the 1960s, this model is often promoted as a viable alternative to curriculum structures in early childhood programs.
5) Complete integration: students determine their curriculum from their life experiences, needs and interests. An example is a school like Summerhill where students decide what they want or need to study based on their interests.

The program at New College in Sarasota, Florida, allows each student's curriculum to consist of courses and activities deemed most suitable for the goals set by the student. At New College there is no one set curriculum that all students must take to complete their degree. For example, wilderness survival experiences or congress internships are built into their programs to provide them with experience essential to their development as individuals, students, and scholars. Self-study and learning contracts are part of the curriculum. Students who function best in this environment are self-motivated, independent, and goal-oriented [23].

In conclusion, integration is built to highlight the horizontal relationships of various student learning experiences, both in one subject and between subjects. The reason is that learning will be more effective if the facts and principles of a subject or field of study are related to the facts and principles of other subjects or fields of study.

Through integration, educators show horizontal relationships between learning experiences so that students have a comprehensive, broader and deeper view, not only conceptually but also in terms of applicative knowledge, skills and values in real life. A broader understanding allows students to internalize abilities in a related field that are beneficial to other fields of study so that students have a comprehensive and integrative vision of knowledge, skills, attitudes or values.

3.3.1.1 Separate Subject Matters

Understanding the role of curriculum integration raises criticism of the curriculum which focuses only on teaching separate subject matters. This traditional curriculum design or organization tends to impress the fragmentation and separation of knowledge (cognitive), skills (psychomotor), and attitudes (affective). “Separate knowledge in subjects or knowledge specializations that are too narrow, are less useful for students who will face various complex life problems.” [15].

Inquiry methods can effectively link coursework and beyond the school experience. Centers and organizing elements are not principles. However, there are many principles for integration such as administrative and organizational guidelines to facilitate integration, including:

a. Concentration. Students are not expected to take more than four courses at a time so that they can gain the depth of preparation necessary to see the ramifications of individual subjects on the entire curriculum.
b. Correlation. Subjects retain their separate identities, but the concepts of one subject are related to the concepts of another subject (concepts of history and literature are taught at the same time to reinforce each other).
c. Tool subject integration. Skills learned in one subject are used as tools in another (mathematical concepts are used in social studies). As distinct from other forms of knowledge and scientific disciplines which do not have the distinctive structure of rational knowledge (the fields of geography and medicine draw on mathematics, the physical sciences, and the human sciences). Comprehensive troubleshooting. Problems such as predictive energy and conservation require the pooling of skills and knowledge from other forms of knowledge such as science, mathematics, and philosophy in optimizing solutions [14].

The curriculum integration approach is different from other learning approaches because the integration curriculum: (1) does not emphasize memorization, but prioritizes the application of knowledge to solve identified problems. (2) does not break the subject into parts, but is displayed holistically in a dilemmatic situation. (3) Using an interdisciplinary approach to formulate hypotheses and solutions. (4) Considering the inherent utility and practicality in finding solutions to problematic problems. (5) focus on situations encountered in life (life-like-situations) that require the ability to apply the knowledge students have learned [16].

3.3.1.2 The Fused Plan

Wider than the correlation curriculum is The Fused Plan, Ediger & Rao, which is a curriculum arrangement that places more emphasis on disciplinary relationships or more subjects than the correlation curriculum, but less on the integration curriculum or problem-solving curriculum. For example, the two authors combined the subjects of geography, anthropology, and political science in one social sciences unit. When the teacher teaches a geographical area such as Southeast Asia, he facilitates students to understand that the population in this area consists of several different countries, ethnic groups, and religions. There is Indonesia, Malaysia, Singapore, the Philippines, Thailand, Vietnam, Laos, Cambodia and others. Their language is also different for each country, the religions that develop are also different, and their political systems are different. From the description of the area, the concepts of culture, language, religion, economic system, political system, etc. can be related to each other for students to learn as a whole.

3.3.1.3 Correlated Curriculum

This curriculum is a style of curriculum arrangement that emphasizes the unique aspects of each subject area while demonstrating relationships across disciplines like Language (language arts), Social Studies (IPS), Mathematics, Science, Health and Sports Education, and Fine Arts are the six basic areas that are often included in the elementary school curriculum, as suggested by fine arts. Penix created this kind of wide-field organization. This shows that the instructor understands the importance of cultural development. The advantages of different subjects and how to teach young people to develop a civilized society are discussed.

There are several methods for linking curriculum disciplines, including:

1) Incidental correlations, which arise when correlations between subjects occur unexpectedly. For example, Chemistry and Biology are included in Geography.
2) Closer relationship. For example, a topic is covered in many disciplines.
3) Ethical correlation, namely the correlation aimed at character education. In Islamic Religious Education classes, students learn how to respect visitors, parents, and neighbors, among other things.
4) Systematic correlation, which is often designed by instructors. Rice cultivation, for example, is described in Geography and Biology. This technique is now being recommended [25].

"Showed that curriculum fusion usually occurs within the same subject area." said Tanner and Tanner in 1980. The examples they cite are the creation of (1) an earth science course that blends certain fields of physics and geography, (2) a biophysics course that combines biology and physics, (3) sociobiology that emerged from sociology and biology, and (4) even biology itself (which merged at the start of this century) from the now separate courses of botany, zoology, anatomy, and physiology. An example of combining vocational subjects with academic subjects would be to synthesize aspects of home economics with aspects of sociology, psychology, anthropology, and economics to create a family social science. Another example is combining agriculture with economics and creating an agricultural economics course [26].

3.3.1.4 Theme Learning

In terms of curriculum integration can be interpreted as an alternative form of curriculum organization. Instead of enforcing a curriculum of academic disciplines, an interdisciplinary approach is adopted. For example, instead of offering a history course, the curriculum could cover a set of themes or issues that require students to master a broader field of social studies than just history. Furthermore, from cross-disciplinary concepts and subjects, teachers can determine which curriculum arrangement system to choose, whether separate subjects, correlation curriculum, integrated curriculum, fused plans or theme learning as types of integrated curriculum designs [16].

3.3.2. Scope

The explosion of information and knowledge that emerges and develops all the time, especially in the age of digital technology and the information age, makes it impossible to teach all knowledge to students in a limited time. How much and how much knowledge should be provided in the school curriculum? It is clear that there is not enough time to present everything, in fact it is also impossible to provide samples from every field of study so that it is also impossible to work out every topic and concept in detail to students.

"It is necessary to determine the scope of each subject so that the breadth and depth of each curriculum content, learning activity or learning experience that needs to be included in the curriculum is known." said Orsten and Hunkins in 1988. This means scope is the answer to the question, "What content will be included in the curriculum?" What learning activities should students do?" How broad, how deep and how are all the elements of the curriculum arranged or structured to be effective [16].

Some excellent criteria are provided by Thorndike and Gates which relate primarily to the order and placement of grades, but also cover a range of areas such as:

a. Other things being equal, introduce a fact or skill at or just before the time when it can be used in some useful way. This is a requirement criterion.
b. Other things being equal, introduce facts or skills at a time when the learner is aware of their need as a means to fulfilling a useful end. This can be called the perceived needs criterion.
c. Other things being equal, introduce facts or skills when it is best suited in difficulty to the learner's abilities. The optimal level of difficulty is one that challenges the learner to give their best effort, but is not so difficult as to cause serious failure or error. One's ability will depend both on the level of maturity attained through inner growth and on the facts and skills acquired through previous experience. This is the criterion of difficulty.
d. Other things being equal, introduce a fact or skill when it will be fully attuned to the level and type of emotion, taste, instinctive disposition and will be most active at that moment. This can be called the criterion of temperamental compatibility.
e. Other things being equal, introduce a fact or skill when it is most facilitated by prior learning and when it will fully facilitate the learning that will immediately follow. This is a facilitation criterion [15].

There five principles of scope: subjects, broad fields, projects, core curriculum and integration." said Schubert in 1986.

1. Subjects

Scope based on separate subject matters is common in school curricula everywhere. Certain subjects were selected based on the assumption that these subjects were useful and relevant to students' lives. The other subjects are considered unnecessary for student life. For example, almost all curricula include languages, science, history, geography, and mathematics to some extent.

Curriculum design assumes "subjects/disciplines": Objectives (teaching students to apply concepts), source objectives (classical education), student characteristics (children as empty tubes), and nature of learning (expository and inquiry) [25].

2. Broad Fields (Broad Fields)

Due to criticism about the weakness of the curriculum as separate subjects, some curriculum experts unite several related subjects or disciplines into one broader field of study, such as combining mathematics and science into natural sciences (IPA) or social science (IPS) as a combination of several subjects of history, geography, economics, sociology, and anthropology. Supporters of the idea of merging subjects argue that we must teach students the interrelationships between adjacent fields of knowledge.

According to Hilda Taba, the board curriculum is an attempt to counteract the compartmentalization and atomization of education by combining different subjects into large fields. Hilda Taba discussed the curricular correlation with the board of directors' curriculum. In the social sciences, efforts to improve by combining different topics such as history, geography, and citizenship are combined [25].

Curriculum integration involves developing some degree of synthesis or unity for all branches of knowledge or even for two or more branches of knowledge. Examples of broad field subjects that cover one branch of knowledge are social studies, fine arts, physics, and general science (Tanner & Tanner, 1980). An example of a broad subject area covering more than one branch of knowledge is the humanities curriculum which brings together literature, history, visual arts, architecture, drama, music, mythology, and philosophy. Another example of the synthesis of two or more branches of knowledge is the broad field of ecology, which synthesizes knowledge from biology, the physical sciences, the social sciences, and agriculture [26].

3. Project

"Involves students' reasoning abilities about knowledge across the disciplines of the studio as well as the results of the integration of several fields of study or disciplines. The project curriculum is a work that is found by students, although in practice, the project is often determined by the teacher. The lesson or impression that students want to have in doing projects is that in order to clearly understand a problem in society, a broader perspective is needed by synthesizing knowledge of different related disciplines.

"Bings together several disciplines in one central unit, usually on social issues. For example, problems such as war and peace, ecological destruction, hunger, population explosion, poverty, or social jealousy can be studied in guiding students to carry out research so that they gain a deep understanding of various scientific disciplines or from their practical experience in society." [16].

Tanner (1980) stated that the core curriculum is a substitute for the subject curriculum. Rather than organizing learning around subject matter divisions, this curricular integration approach organizes knowledge and learning according

to students' concerns and needs. "The core curriculum replaces the curriculum of subjects in general education with the aim of creating a universe of inquiry, discourse, and understanding among young people of differing backgrounds and aspirations who, as citizens of a free society, are obliged to share common responsibilities and problems. There are two types of core curriculum:

(1) one in which faculty members plan problem areas and "pre-planned core" learning activities.
(2) others where problems and activities are developed jointly by students and teachers as "open core". Examples of issues that might be investigated in a core curriculum include: population explosion, employment, world food supply, technology, racial conflict, and intercultural conflict and understanding. Whatever problem is chosen to be studied; the investigative method is one of solving problems through reflective thinking between heterogeneous groups of students. Usually, students are scheduled into longer blocks of time than usual so that they can pursue quite extensive investigations and projects [26].

From the Herbertian view of concentration in which one or more subjects serve as the center or core, the curriculum can be defined as a complete unification, that is, the building up of all subjects and branches of study into a single whole, and the teaching is the same in successive groups or lessons or sections. When this unity is affected by making one group or branch of study at the center or core, and subordinating all other subjects to it; Such process can be considered as the concentration of study.

Two well-known orientations towards the core curriculum are as follows:

1. Zillar's Plan: Zillar is the founder of the Herbertian radical school at the University of Leipzig. In his schema, cultural studies, history and literature are biblical and profane. It is the core around which all other subjects are organized. The central study is developed in the sequence dictated by the epochal theory of culture. All subordinate subjects do not have any principles and they depend on the central subject by making connections.
2. Colonel Francis W. Parker: The concentration scheme uses natural sciences as the core of the program. The subjects that comprise the core are mineralogy, geology, geography, astronomy, meteorology, biology, anthropology and history. This unification of subjects is achieved through logical and philosophical connections. In the late 1920s, it emerged on the basis of a societal diagnosis.

There are four important features:

1) Shared learning
Core fields are required for all students. It consists of general learning; This learning is believed to be essential for all members of society, regardless of abilities, social status and vocational plans.
2) Cooperative activity planning
Here, activities are planned cooperatively by teachers and students. In this case individuals enter to study core areas and share the same concern for social welfare issues. The core curriculum creates space for teachers and students to take active participation in terms of planning, problem selection and problem solving. They become proficient in all processes related to problem solving. The teacher acts as a leader and helps in all aspects.
3) Provision of special needs
Is a very flexible organization related to the subject curriculum. It is responsive to the learner's interests. This helps in creating possibilities for special interests, but provisions for the further development of this specialization that fall outside the core programmed. Some specializations or electives are planned outside of the core courses. Tutoring can be a central part of the core curriculum; flexible core curriculum in many schools both individual and group guidance is carried out.
4) Skills are taught when needed
According to this core curriculum theory, learning to read, write, spell, use arithmetic, work with others, think effectively, or do adequately. Other skills must be motivated by a feeling of need on the part of the individual. This program creates a need for multiple skills [15].

Activity Curriculum Like the core curriculum approach, the activity curriculum approach for integration does not recognize traditional subject matter areas. The activity curriculum centers primarily on the student's area of interest. Proponents of open schools or open classes such as argue "For a school environment that allows students to spontaneously pursue their interests." said Kohl and Holt. An example of adopting an activity curriculum can be found at the elementary school level. As secondary school graduation requirements and college admission requirements become more defined, it is unlikely that we will be able to apply the activity curriculum approach at the secondary school level. Exceptions that allow for creative structuring of schools may occur in states or school districts where graduation requirements are determined by student outcomes [27].

3.4 Vertical Organization

There are two principles of vertical organization, namely sequence and continuity. Both types of vertical organization are related to content regulations, learning activities or learning experiences sequentially and continuously so that the learning experiences of students at one level of education are deepened and coherent (correlated) with the learning experiences that will be obtained by students at the following levels of education [16].

3.4.1. Sequence

The main principle of vertical organization is Sequence. That is putting content, learning activities or learning experiences in a vertical arrangement that develops cumulatively and continuously, getting wider and deeper. Many

educators care about content learning, but tend to ignore the effectiveness of content sequences. Whereas the curriculum emphasizes sequence, students will be successful in learning, because their retention will be better if the relationship between subjects or fields of study is considered [16]. Comenius in 1636, for example, admonished teachers to sequence activities from simple to complex. The concept of simple to complex means introducing learning activities that involve several factors before activities that involve many factors [14]. According to Taba those involved in curriculum organization pay more attention to the sequence of content but not to the sequence of processes. Some see the order as based on aspects of psychological development. In determining the order of learning materials, several factors must be considered; 1) child maturity, 2) background experience or knowledge, 3) level of intelligence, 4) interest, 5) use of materials, and 6) difficulty of learning materials [27].

According to Smith, Stanley and Shore, there are four basic principles involved in sequencing the curriculum:

From Simple to Complex: The principle of simplicity means introducing learning content that is less and simpler than the previous learning to content that contains a lot and is more complex than the previous factor. The principle of simple to complex sequence also includes: (i) sequence from part to whole; (ii) sequence from the whole to the parts. This principle can be used in geography subjects starting from the notion of the globe and then moving on to the concept of differences in time and seasons; (iii) sequence from general to specific or more detailed sections. This principle is taught in lessons that contain lots of laws and principles such as physics, grammar, and geometry [16].

Expository sequence: Starting with simple specific concepts throughout the organization of material. For example, when organizing content about principles, laws in physics, grammar, geometry, etc., they are arranged in a certain logical order to learn them better.

From the whole to the parts: Starting with the whole and moving on to the individual parts. For example, when teaching about a specific state/country in geography, first start with the rest of the world and then work on specific parts. Similarly, in science, first the flower is introduced as a whole and then the individual parts are shown. Chronological: Here, the content/material is arranged in chronological order either from beginning to end or from end to beginning. For example, in history and literature, both are arranged chronologically [15].

Order Based on Use. Taba said this sequence could be done, for example, to learn a particular subject or skill that is beneficial to students. In addition to the traditional order above, the following types of sequence are presented by several experts as follows. Proposed four principles of curriculum organization. said Posner and Strike in 1976. Namely:

a. Concept-related sequences are the most common in learning knowledge structures, such as the interrelationships between concepts in mathematics and logic rather than between real objects.
b. Relating to research (inquiry-related) originating from procedures carried out by scientists in conducting field research.
c. Related to learning (learner-related), namely the order in which students learn to gain experience through learning content and carrying out learning activities.
d. Related to usability (utility-related) in accordance with the procedures of how people do something to achieve a goal in real life [16]. There is also the principle of curriculum sequence based on the psychological model of Gagne.

Gagne's developed learning on four types of learning:

1. Multiple discrimination/Discrimination varies
   Students learn to make different responses to stimuli that are similar in appearance. Children in kindergarten, for example, learn to distinguish between the letters d and b.
2. Complex learning / Learning concepts
   The way students respond in the same way to a set of encouragement. For example, a student might learn how to classify or identify some literature or recognize consonant-vowel-consonant (CVC) spelling patterns.
3. Principle learning / Learning Principles
   How students master a principle, law, or a set of concepts.
4. Problem Solving
   Suggested in the way students learn the combination of two or more principles to form one product [14].

Kohlberg believed that changes in moral thinking progressed step by step through six stages and three levels.

5. Preconventional level
   Stage 1. Good or bad is determined by whether or not someone will be punished for an action (punishment and obedience).
   Stage 2. Right action is that which satisfies one's needs (in an instrumental relativist orientation).
6. Conventional Level
   Stage 3. Good behavior is that which pleases and pleases others is approved of by them ("good boy-good boy" orientation).
   Stage 4. Right behavior consists of doing what families, groups, and nations hope to do ("law and order" orientation).
7. Postconventional level
   Stage 5. Right action means adhering to legal standards agreed upon by the rest of society and, in areas where there is no agreement, adhering to personal values and opinions. Right action also includes taking action to change the law (social contract, legalistic orientation).
   Stage 6. Right action is exercising one's conscience in accordance with the principles of justice and universal rights (universal principle orientation) [14].

3.4.2. Continuity

Tyler said the second principle of vertical organization is sustainability, namely the vertical repetition of the main curriculum elements. Through the principle of sustainability, content, concepts, theories, ideas or themes that require deepening and expansion are resurrected. For example, if students' ability to pronounce English words correctly is an important goal, students should be given the opportunity to practice and develop their pronunciation of English words. The same skill reappears on various occasions.

With the principle of sustainability, students' mastery of subjects, teaching materials and learning experiences that students have mastered before can get reinforcement. This means that continuity makes old and new student learning experiences connected and integrated, so that over time it becomes more meaningful. Sustainability can also avoid replicating subjects and teaching materials that "go in place". Meanwhile, learning that is not sustainable will threaten the integrity of knowledge and the depth of mastery of the competencies to be achieved [16]. In organizing content there must be continuity. For example, in Bruner's spiral curriculum, it appears that the content is repetitive; i.e., there is continuity of topic. The concept of plants and plant life continues from the basic, first standard stages to the research level. There are links in content from class to class and class to class like vertical continuity. It must also have horizontal continuity, i.e., continuity between different units.

Tyler recommends elements for achieving continuity, sequence, and integration including:

a. organizing threads such as concepts, skills, or values that appear throughout the length and breadth of an instructional program
b. the organizing principle, which ties the organizing threads together
c. organizing structures such as lessons, topics, units, core curriculum, or undifferentiated structures

This principle of sustainability is in line with Bruner's spiral curriculum idea. The essence of Bruner's (1961) spiral curriculum is the need for a disciplinary structure to be developed so that students understand the ideas of scientific disciplines in a sustainable (progressive) manner. Sustainability means the continuous development of students' understanding to achieve a more complex understanding in a spiral that gets deeper and wider in line with the progress of student learning. So, students' understanding of curriculum content develops vertically like a spiral which gets wider and deeper through the reappearance of content such as important ideas and concepts that really need to be raised repeatedly in line with student development and maturity [16].

4. CONCLUSION

Curriculum organization is a technical process that involves a number of factors such as selecting facts, ideas, and concepts that are important from an individual and social point of view. This is related to the maturity of students. Various content elements are integrated as a whole. The curriculum is compiled and placed in the hands of the teacher to be transacted. Science relates to nature and the material world.

The main concept of curriculum organization revolves around two dimensions, namely the horizontal dimension and the vertical dimension. Both of these dimensions have organizing principles, namely integration and scope which include the horizontal dimension, while the principles of sequence and sustainability include the vertical dimension. Through a system of horizontally and vertically organizing the curriculum and through several principles from each dimension of the curriculum organization it will provide an integrative understanding of knowledge, skills, and values about the knowledge students learn from all subjects in the curriculum.

Further research should focus more on the concept of curriculum organization to provide more detail regarding how it benefits the quality of education. [1]–[18]

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