



Implementasi Pengembangan Kurikulum Berbasis Masyarakat

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ABSTRACT Society is always changing and will continue to change from time to time. Society in the modernization era is very much different from society before this, and will be different from society in our future generations. There are also more and more demands from society in order to balance the current pattern and lifestyle. The change will obviously affect our way of life and way of thinking. This vast world is no longer an obstacle to human communication. Everything that is considered important by humans, will be published on social media. Advances in science and technology can spoil humans. As we all know, that the characteristic of society is dynamic. The community has a very large role and responsibility in the curriculum development process in educational units considering that schools are miniatures of society which will become the next generation in preserving cultural heritage. Community involvement in the curriculum development process includes the formulation of community-based curriculum design, planning, implementation and evaluation. Thus, the curriculum must be elastic and flexible as well as dynamic following the flow of developments that humans continue to strive for. A dynamic curriculum is important for maintaining human survival, because it is functional and prepares children to face problems in the society where they live. The focus in this paper is laying out patterns, concepts, characteristics and stages in the development of a community-based curriculum Kata Kunci: <i>Curriculum, Community, Dynamic</i>			

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INTRODUCTION

Law No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Nadya et al., 2022). Thus, national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy,

knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rahmah et al., 2022). To achieve this, it requires maximum support from all parties in accordance with their respective roles and responsibilities.

Externally, we can observe that the level of our educational achievements is not satisfactory, there are still many unemployment rates due to the increase in school dropout rates. Until 2000, more than six million school-age children were unable to complete basic education (Rohmalimna et al., 2022). Some of the factors causing the increase in dropout rates are due to the relatively expensive cost of schooling. Not all parents are able to afford school fees for their children. In other words, there is a community perception that education will bring implications for the increasing cost of education. Only people who have more money can afford to continue their children's schooling.

The existence of students who cannot complete 9 years of basic education is caused by three possibilities. First, there are students who repeat a grade. Students who repeat a grade take longer than 9 years to complete basic education. Second, there are students who drop out of school, both at the primary/middle school level and at the junior secondary/middle school level (Najeed et al., 2022). If these dropouts are not accommodated in other alternative educational institutions, then they will not complete basic education. Thirdly, there are graduates of SD/MI or equivalent who do not continue to SMP/MTs or equivalent. If these graduates are not accommodated in any educational institution including out-of-school education, then they will not be able to complete basic education. (Dianovi et al., 2022) The ones who are unable to complete basic education, especially at the SD/MI level, are potential factors for becoming illiterate citizens, which will become a social burden in the future.

Meanwhile, the learning process in schools emphasizes the context of teaching, transition and transmission rather than transformation (Nopiana et al., 2022). Students are often seen by teachers as empty bottles that have nothing, coming to school to be filled with water. In fact, students have talents, interests and characteristics that need to be explored and developed into a complete human being through a reasonable educational process.

The curriculum is an aspect that affects the success of national education and is a component that has a strategic role in the education system (Hartini et al., 2022). Even the study of curriculum management is currently getting a lot of attention from scientists and experts who pursue the field of curriculum, educational administration, and educational technology (Safitri et al., 2022). It stands to reason that the curriculum occupies the most important part of an educational institution. It becomes natural because the world is experiencing an era of globalization and many changes in various lines of life and affect the world of education.

The development of education will go hand in hand with the dynamics of its society, because the characteristics of society are always evolving. There are groups of people who develop very quickly, but some are slow (Ilham et al., 2022). This is due to the influence and development of technology, communication and telecommunications. Under these conditions changes in society occur in all aspects of life. The effects of changes in society

will impact on each individual citizen, knowledge, skills, attitudes, habits and even patterns of life.

The direction and purpose of the education curriculum will experience shifts and changes along with the dynamics of social change caused by various factors, both internal and external (Firman et al., 2022). Because of its dynamic nature in responding to change, the curriculum absolutely must be flexible and futuristic (Anoum et al., 2022). Imbalances in curriculum design due to lack of response to social change, may have consequences for the birth of educational outputs that 'stutter' in adapting to the social conditions in question.

On the basis of these considerations, curriculum development becomes one of the main tasks of the government and society to organize and develop education (Demina et al., 2022). Likewise, the role of education leaders and observers to follow every episode of social change, because all of it will be taken into consideration in designing and developing the curriculum (Hikmah et al., 2022). In addition, active community participation is also highly expected to contribute ideas in responding to any changes.

RESEARCH METHODOLOGY

This research uses a literature analysis method with a literature review (Dewi S et al., 2022). Data collection is done through a systematic search of scientific literature through articles, journals and documents that discuss related to the theme of this research significantly (Keshav et al., 2022). The context that is the object of this research is data that is closely elaborated on curriculum development. Furthermore, after the process of data collection and analysis, the research provides a final conclusion to conclude the results of this study.

RESULT AND DISCUSSION

Definition of Community-Based Curriculum

In Law No. 20 of 2003 article 55 has been determined regarding Community Based Education, as follows: The community has the right to organize community-based education in formal and non-formal education in accordance with the peculiarities of religion, social environment, and culture for the benefit of the community (Kartel et al., 2022). Community-based education providers develop and implement curriculum and educational evaluation, as well as management and funding in accordance with national education standards. Funds for the implementation of community-based education can be sourced from the organizers, the community, the Government, local governments and / or other sources that do not conflict with applicable laws and regulations. Community-based education institutions can obtain technical assistance, funding subsidies, and other resources in a fair and equitable manner from the Government and/or local governments. Provisions regarding community participation as referred to in paragraph (1), paragraph (2), paragraph (3), and paragraph (4) shall be further regulated by government regulation.

According to Hamalik, a community-based curriculum whose materials and objects of study are policies and provisions carried out in the region, adapted to the conditions of the natural environment, social, economic, cultural and adapted to the needs of regional

development that need to be studied by students in the area (Gabriela et al., 2022). For students, it is useful to provide the possibility and habit of being familiar with the environment in which they live (Qureshi et al., 2022). Another possibility is to prevent alienation from the environment, get used to local culture and customs and try to love the environment, so this curriculum is called a region-based curriculum.

The objectives of the curriculum are: a. Introduce students to their environment, help preserve culture including crafts, skills that have high economic value in the area. b. Equip students with abilities and skills that can be a provision for their life in the community, if they cannot continue to a higher level of education (Muhammadong et al., 2023). Equip students so that they can live independently, and can help parents in meeting their needs.

The community-based curriculum has several advantages and advantages, among others: First, the curriculum is in accordance with the needs and development of the local community. Second, the curriculum is in accordance with the level and capabilities of the school, both financial, professional and managerial capabilities (Roshayanti et al., 2023). Third, it is prepared by the teachers themselves, thus greatly facilitating its implementation. Fourth, there is motivation for schools, especially principals and classroom teachers to develop themselves, find and create the best curriculum, thus there will be a kind of competition in curriculum development.

Characteristics of Community-Based Curriculum

Communities need to be dialogically involved and have an important part of an education program that is developed together. Galbraith talks about community ownership in community-based education as follows: Self-determination, meaning that all community members have the right and responsibility to be involved in determining community needs and can identify community resources that can be used to meet these needs. Self-help, community members are best served when their capacity for self-help is supported and developed. Leadership development, local leaders should be trained in a range of skills, such as problem-solving, decision-making, and organizing. in the group process as a means of self-help and as an endeavor for sustainable community improvement. Localization, the greatest potential is to create high community participation and to be as close as possible to the places where they live. Integrated service delivery (Asman et al., 2023). Reducing duplication of services. Accepting diversity. Institutional responsibility. Learning throughout life

The community-centered teaching model is a form of curriculum that integrates school and community by bringing school into the community or bringing the community into the school in order to achieve the learning objectives that have been set. Hamalik, details the characteristics of a community-based curriculum including (Lumban Gaol et al., 2023): The curriculum is realistic, because the things learned are sourced from real life, The curriculum fosters cooperation and integration between schools and communities, because schools enter the community and the community enters the school environment, The curriculum provides ample opportunities for students to do active learning (CBSA), which is recommended by modern learning theory (Rizki et al., 2023). Students plan themselves, seek their own information, carry out their own project activities and solve their own

problems, both through individual and group learning, Teaching procedures utilize all learning methods and techniques in a systematic and varied manner, such as: lectures, discussions, group work, and so on (B. Beribe, 2023). Teaching methods are organized variably within the framework of learning strategies of field trips, human resources, projects, community service, surveys and so on. The curriculum is based on the concept of "Education is here and now". Education is helping students to be able to play a role in life here and now (Firman et al., 2022). Now, meaning that the things that have been learned are useful to face the challenges that exist today (Rizki et al., 2023). Here, means that the results of education can be applied in the surrounding community where they live. Community-based curriculum optimally empowers all community resources for the benefit of student learning (Pathurohman et al., 2023). Society as a whole has various dimensions, such as: family, education, technology, economy, politics, recreation, culture, social and other dimensions of life. These dimensions each contain human aspects, institutions, life systems, work methods, and conditions with their own character.

Characteristics of learning in a community-based curriculum

Community-oriented learning, in the community with learning activities sourced from textbooks, Class discipline is based on shared responsibility rather than coercion or freedom, Teaching methods are mainly focused on problem solving to meet individual needs and social or group needs, The form of relationship or cooperation between the school and the community is to study community resources, use these resources, and improve the community, Learning strategies include field trips, human resources, community surveys, camping, field work, community service, real work lectures, community improvement projects and community center schools.

Characteristics of learning materials, so that learning and adjustment to regional demands do not expand and widen, it is necessary to pay attention to the criteria for selecting the material that needs to be taught, these criteria include (Ulum et al., 2023): Validity, has been tested for truth and validity (Makniyah & Romlah, 2023), The level of importance that is really needed by students, Benefit, academically and non-academically as the development of life skills and independent life skills, Worth learning, the level of difficulty and feasibility of teaching materials and the demands of the conditions of the surrounding community, Attracts interest, can motivate students to learn more by developing curiosity, Time allocation, determination of time allocation related to the breadth and depth of the material, Learning facilities and resources, in the sense of media or teaching aids that function to facilitate the learning process.

Components of a Community-Based Curriculum

Goals and philosophy of education and psychology of learning, Needs analysis of the surrounding community (including student needs), Curriculum objectives (TUK and TKK), Curriculum organization and implementation, Teaching objectives (TIU and TIK), Learning strategies (including teaching models), Evaluation techniques (pre-selection and final selection), Implementation of learning strategies, Evaluation (learning evaluation) and Curriculum program evaluation.

Community-based Curriculum Development

Due to the influence of technological developments, there have been drastic changes in all fields including work. Urban communities are changing rapidly compared to rural communities. The pattern of agrarian life is changing into an industrial pattern of life, where people's lives demand specialization and professionalism in doing work. So that the traits of togetherness, a more relaxed life are replaced by individualism and hard work. The work pattern of modern society demands irregular work beyond the usual time. The amount of time used for work will change the image of the income earned. The assumption is that high income due to husband and wife working will improve the economic ability and welfare of the family. However, in family life, children have the problem of always being left behind by their parents to work, so children live longer with servants than with their parents. In such conditions, various family problems arise because the implementation of family duties and functions is not running, such as the communication relationship between family members is very limited and may even disappear.

Community-based curriculum development is an approach to curriculum development that involves community participation and involvement in determining learning objectives, content, methods and evaluation. This approach aims to ensure that the curriculum developed is in line with the needs and social, cultural and economic context of the surrounding community.

Some steps that can be taken in community-based curriculum development include:

Identify community needs and expectations for education. This can be done through interviews, literature reviews, or discussion forums with various parties related to education.

Involve stakeholders in the curriculum development process. Stakeholders that can be involved include teachers, students, parents, community leaders and religious leaders. Through their participation, the curriculum can be adapted to the needs and demands of the community.

Determine the vision, mission and goals of the curriculum based on community values and aspirations. This vision and mission should be able to describe the vision and ideals expected by the community in education.

Develop curriculum content in accordance with local characteristics and needs. Curriculum content must be in accordance with the needs, social conditions and culture of the community.

Determine appropriate learning methods according to student needs and community characteristics. The learning methods chosen must be able to facilitate the student learning process well and in accordance with community conditions.

Conduct continuous evaluation and development. Evaluation must be carried out regularly to ensure that the curriculum developed is in accordance with the needs of the community and achieves the expected educational objectives.

Community-based curriculum development can be a solution to improve the relevance and quality of education in the local context. In implementing community-based curriculum development, collaboration between government, schools and communities is essential to ensure the success of this program.

According to Hamalik, there are ten steps that need to be implemented in curriculum development, namely: Step 1: Determination of educational objectives based on the philosophy and psychology of education based on the specifications of community needs, student needs, Step 2: Needs analysis (surrounding community needs of students), Step 3: Specification of curriculum objectives (general objectives and specific objectives), Step 4: Organization and implementation of curriculum and curriculum structure, Step 5: Specification of teaching objectives (TIU and TIK), Step 6: Selection of strategies (activities, models, teaching methods), Step 7: A = Preliminary selection of evaluation techniques, Step 7: B = Final selection of evaluation techniques (this step is done after step 5), Step 8: Actual implementation of learning strategies, Step 9: Evaluation of teaching (to assess student success and teaching effectiveness and improve evaluation), Step 10: Curriculum program evaluation.

CONCLUSION

Community-based curriculum is a curriculum that emphasizes the combination of school and community to achieve teaching goals. This curriculum also has the aim of providing opportunities for students to be familiar with the environment in which they live, independent and provision of skills. The characteristics of the community-centered curriculum in terms of learning are both oriented, methods, learning resources, teaching strategies centered on the interests of students as a provision for life in the future. Other characteristics of learning materials according to regional demands are also called regional-based curriculum. While teacher activities are only as a learning facilitator and students to be active, creative to solve problems. Curriculum development starts from educational objectives, needs analysis, curriculum implementation, selection of learning strategies, evaluation techniques and curriculum program evaluation.

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