

CURRICULUM AS A DYNAMIC SYSTEM

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Abstract

The main target and aims of this writing are: to show that curriculum is a dynamic system, therefore, it can be developed to follow the era progressing, the need and level of our students. It is to show that curriculum is excellent and accurate guiding for the successful of teaching learning process. Better we make curriculum will be better and greater the result of education. Above all, character building is the most important target of curriculum and education. There are a lot of aspects in curriculum that should be learned carefully and seriously. Therefore, the government/Education Minister should be smart in making curriculum design that is good, accurate, and suitable for our students, if not, they will make a big mistake in taking decision, so the impacts will be scary for the future generation.

Keywords; accurate guiding ; decision maker; dynamic system; future generation

A. Introduction

A curriculum is the nexus of educational decisions, activities, and outcomes in a particular setting. As such it is affected by explicit and implicit social expectations, educational and institutional policies and norms, teachers' belief and understanding, learners' need and goal. The three processes create a system that is at once stable, rooted in what has gone before. Developing a new curriculum is a complex process that requires vision, leadership, collaboration and commitment.

Crystal-clear and comprehensive yet concise, this text describes the steps

involved in the curriculum design process, elaborates and justifies these steps and provides opportunities for practising and applying them. The description of the steps is done at a general level so that they can be applied in a wide range of particular circumstances. The process comes to life through plentiful examples of actual applications of the steps. Each chapter includes:

- Descriptions of examples from the authors' experience and from published research,
- Tasks that encourage readers to relate the steps to their own experience,
- Case studies and suggestions for further

reading that put readers in touch with others' experience.

Curriculum, or course, design is largely a "how-to-do-it" activity that involves the integration of knowledge from many of the areas in the field of applied linguistics, such as language acquisition research, teaching methodology, assessment, language description and materials production. Combining sound research/theory with state-of-the-art practice.

B. Curriculum Definitions and Approaches

A curriculum can be defined as the planned educational experiences offered by a school which can take place anywhere at any time in the multiple context of the school, e.g. public school as caring communities. This definition is stated by Todd in 1965.

Schubert (1986) stated that "A quick survey of a dozen curriculum books would be likely to reveal a dozen reveal different images or characterization of curriculum. To analyze and discuss all of the images that have been advanced would be a massive undertaking. Since more than eleven hundreds curriculum books have been written in the present century. What can be done more economically is to

categorize major conceptions of curriculum:

1. Curriculum as content or subject matter,
2. Curriculum as a program of planned activities,
3. Curriculum as intended learning outcomes,
4. Curriculum as cultural reproduction
5. Curriculum as discrete tasks and concepts,
6. Curriculum as an agenda for social reconstruction, and
7. Curriculum as "Currere" /interpretation of lived experience.

Ornstein and Hunkins (1988)

stated that A curriculum approach reflects a holistic position, encompassing the foundation of curriculum domains of curriculum, and the theoretical and practical principles of curriculum. Five curriculum approaches are:

1. Behavioural-rational approach
2. System-managerial approach
3. Intellectual-academic approach
4. Humanistic-aesthetic approach, and
5. Reconceptualise approach

Cornbleth (1990) stated that "Curriculum construction is an on going social activity that is shaped by various contextual influences within and beyond the classroom and accomplished

interactively, primarily be teachers and students. The curriculum is not a tangible product but the actual, day to day interaction of students, teachers, knowledge and milieu. The curriculum encompasses what others have called curriculum practice or in use. Curriculum as a product or object, the conventional view, is seen as one aspect of the context that shape curriculum practice.

Curriculum as contextualized social process encompasses both subject matter and social organization and their interrelations. Social organization, including teachers and students roles, and patterns of interaction, provides a setting for academic activities that can extend or constrain students' learning opportunities.

The curriculum knowledge or subject matter of interest here is primarily but not solely academic (e.g. Mathematics, History). It also includes the personal, social, and world knowledge that is communicated or otherwise made available to students and what might be characterized as knowledge about knowledge-its nature-sources-limit and change. While knowledge typically is treated as an object or commodity to be acquired, that is not intention here. Curriculum knowledge as the knowledge made available to students refers to

opportunities to construct, reconstruct, or critique knowledge.

Knowledge selection and organization refer both to the information that is communicated directly and the opportunities that are provided for students to create and critique knowledge. The selection and organization of curriculum knowledge can be purposeful or tacit as seems to be the case when teachers and students follow a textbook. Knowledge treatment refers to what others have distinguished as pedagogy or instruction; it also includes the playing out of assumption about the nature of knowledge. Knowledge distribution refers to the kinds of knowledge opportunities made available to different groups of students.

Curriculum design usually takes into account the expected learning outcomes, associated learning and teaching task, assessment and evaluation. Curricula should be inclusive and students centered. Taking into account the need of a diverse students population. At present the main guiding principle for curriculum design is known as constructive alignment.

Constructive alignment means that what we ask students to do must relate to what we want them to learn; in other words the graduate capabilities, aims of the course, learning outcomes, learning tasks,

assessments and making criteria all relate to each other. More information is found in the section on setting learning outcomes.

C. Understanding the Curriculum in overall

It is very important for us/teachers to understand well about curriculum, because it is our guiding to reach up the successful of teaching learning process. When there is better curriculum, so there should be better result of teaching learning process.

As following are the aims, goals, **vision, mission, strategy and standard competence of gradulators** of curriculum:

1. The aims of national education should be stated completely.
2. The core of general and specific goal of education, as the following below; The general goal of education is to increase intelligence, science, knowledge, a good personality, behaviour, and skill for better life and for continuing the next education.
3. The specific goal of education is to cultivate the students in order to be the qualified gradulators for better life and better future.

D. The Vision, Mission, and Strategy should be stated very clear.

1. The Vision is to reach up the best achievement, personality and attitude based the religion, science, and technology for being international school in 2012 academic year.
2. The Mission is to produce the best gradulators for better life, better future, and for continuing the next study.
3. The Strategy includes; Institution management, increasing the quality of teaching learning process, increasing the profession quality of educators and education,

E. The Standard Competence of Gradulators, such as;

1. Standard competence for the whole education
2. Standard competence in the group of education includes; Religion and a good attitude, citizenship and personality, science, knowledge, and technology, Ethics, Sport, body, and health.
3. Standard competence gradulators in lessons; especially for English, the students should known and master the four skills, such as; reading, writing, listening, and speaking well.

F. Planning:

Curriculum processes (Nunan, 1988)

stated that curriculum planning can be seen as:

1. A systematic attempt to specify and study planned intervention into the educational enterprise.
2. An attempt to specify what should happen in the classroom, to describe what actually does happen, and to attempt to reconcile the differences between what should be and what actually is.
3. As we know that we have to make good planning for making great curriculum, if we have better preparation of curriculum, so we will get better result of teaching learning process. the sequences as following below:
 - a. Analyzing the needs of learners, the expectations of the institution, stakeholder, and the availability of resources.
 - b. Deciding on the learning aims/goal and the steps needed to achieve them in a appropriate way
 - c. Translating the aims and steps into materials and activities

G. Enacting Teaching and learning process

There are three important stages that we have to carry out for this, those are:

1. Using the material and doing the activities in the classroom
2. Adjusting them according to learners' need, abilities, and interests
3. Learning with, about, and from each other

H. Evaluating

Evaluating is a must for teaching learning process, we will know the achievement and progressing of our students through it. Therefore, by doing it, teachers will understand what actually going on in their classes. The steps for evaluating as following below:

1. Assessing learners' progress toward and achievement of the aims
2. Adjusting the aims in response to the learners' abilities and needs
3. Gathering information about the effectiveness of the aims, organizations, materials and activities, and using this information in planning and teaching.
4. Lecturers are obliged to implement components of an existing curriculum that they had little/no involvement in designing. Such situation are common for language lecturers worldwide, but they do not imply that read all identified a

gap some kind between what is required and what is desired.

5. Change may be motivated

I. The scale of change through curriculum innovation

1. Institutional change
2. Component change
3. Classroom change

The Basic notion of curriculum:

1. A race course (a subject to be mastered) to finish the line
2. A program of studies
3. The content included within the various subject areas
4. All the learning experiences offered by school
5. The totality of all encounters experienced by students while under the authority of schools
6. The written plan for instructional action

Categorization based on the intended learning:

1. basic
2. enrichment

Categorization based on structured of intended learning

1. structured learning
2. non structured learning

Mastery curriculum:

1. essential for all students

2. required careful structuring
3. contains objectives, texts, and tests
4. contain objective, text, and test called hard core

Organic curriculum

1. essential for all students
2. not easily adapted to high structured organization.
3. Focused on teaching and careful measuring.
4. contains essential elements that do not require systematic approaches called softcore

Team planned curriculum:

1. it has high structured
2. it includes only enrichment content
3. part that teachers selected and hold students accountable

Students determined curriculum:

1. has low structured
2. includes only enrichment content
3. part that students selected and hold themselves responsible

Comprehension check:

1. Basic competence: to compute, write, read, distinguish, demonstrate, etc.
2. Organic curriculum: enjoy the poetry, show kindness, be a good citizen, feel empathy, listen attentively, etc.

3. Team planned and enrichment: retell the pilgrim odyssey,
4. Enrichment: appreciate the impact of religious conviction on human decision making.

Issues:

1. Government – National curriculum
2. School – School curriculum
3. Teacher - Syllabus, lesson plan

Language Curriculum Design is widely applicable for ESL/EFL language education courses around the world.

Stern's Cyclic Process of Curriculum Design (1992)

1. Curriculum research and develop
2. Curriculum implementation
3. Curriculum evaluation
4. Renewed research and development

Framework for Curriculum Development:

A Brief Overview Taba (1962):

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning Experience
6. Organization of learning experience
7. Determination of what to evaluate

and the means to evaluate

J. Professional Knowledge Instantiation

1. Teacher development as defined by Lange is “ A term used in literature

to describe a process of continual intellectual, experimental, and attitudinal growth of teachers” (Bailey, Curtis, and Nunan 2001:4)

2. Richard and Rogers (2001) cite the role teachers’ beliefs/account about how language is learned and how successful language learning is defined.
3. Dubin and Ohlstein’s model of course design (1986), it begins with a philosophy or Theoretical underpinning that provides the foundation for teaching and learning/Viewpoint.

They described the three viewpoints:

1. On the nature of language,
2. On the nature of language learning,
3. On orientation toward education and culture (e.g. Behaviorist, rational-cognitive, and humanistic

Graves (2000) suggests that articulating beliefs serves as the foundation for all the other processes of course design.

- a. A curriculum, thus, necessarily reflects the course developers’ viewpoint.
- b. The process of curriculum design in a practical way sorts out and reveals teachers’ underlying

beliefs, as the opening of dialogue illustrates.

- c. Two beliefs run most prominently through the chapters:
 1. The value of learners-centered classroom and
 2. The benefits learning by doing.

K. Translating Policy into Action

1. Language policies can be categorized as “ Explicit/official policies, and those which are implicit/even tacit, embedded in institutional practices (Wiley 1996:113).
2. The course development projects described into two categories:
3. Large scale course development projects led by team of TESOL professionals and completed in respond to national, state/ institutional mandates (e.g. Agosti, Boshier, Murray, etc).
4. Small-scale course development projects led by individual teachers (e.g. Bueno, Evans, Hardy, etc).
5. **Mcpherson and Murray** said “ We needed to explain current policy truthfully and dispassionately but could allow fictitious and real character to comment, disagree, and present different perspectives”.

Hardy, who developed a course designed to prepare EFL learners for the STANAG test which is used to asses the language abilities of military employers working in NATO (North Atlantic Treaty Organization).

L. Developing Materials While the New Course Is In Process

1. Graves explains, “materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the courses” (2000, 149).
2. A Hybrid Approach, they design materials from scratch and, at the same time, rely on a variety of published sources.

Devising an Assessment Plan

1. Assessment plans can be designed both to evaluate students’ learning and courses.
2. To asses students’ learning course developers implemented formative and summative assessment.

Agosti’s course provide an example of an assessment plan designed to provide students with feedback on their progress toward course objective.

1. Several courses engaged students in tasks that allowed them to assess their own learning and progress.
2. In Woodrow's course students were required to submit a portfolio containing selected writing tasks—an essay, evidence of peer assessment; and a research project.

In Evans course using variety of measures, including homework, quizzes, projects, discussion and participation

1. Other form of assessment included quizzes and institutional TOEFL as well as coursewide rubric.
2. Course developers used a variety of tools included generic course evaluation, customized evaluation forms, students scores on standardized tests, colleagues's feedback on the courses, and teachers'self reflection

M. How is Curriculum 2013?

There are a lot of people that still asking and confusing about Curriculum 2013. Everyone knows that Curriculum 2013 is still in process for implementing, while many teachers are still confuse how to make a good application in classroom, the situation and condition are also still confusing, how to conduct teaching learning

process in classroom. Therefore, we can see clearly that there is a weakness of this curriculum, not only one, maybe more. What is the weakness? Or what are the weaknesses? The writer will give one of examples of those weaknesses: if we can see carefully and seriously, especially for learning foreign language/English lesson in elementary school, they have deleted it, and we did not know why they deleted foreign language/English lesson in elementary school? This decision is absolutely wrong according to him. Why it is wrong? The reason is very clear that in elementary school between **6 up to 12 years old is a golden age** of the elementary students to study and master foreign language (say; English), but the weird one tell us that there is no English lesson for our children in elementary school. why they delete it, Why and How come?

While, in the other ways around suggested us that in this era of digital and internet, English is very important, because almost every line and sector use and need English. We can't imagine if someone that living in this era does not know at all about English. That is disaster. It is a means of international communication; therefore,

everybody should try to learn and to master it in order that they can speak English well. Thus, we think that it is unwise and wrong to delete English from Elementary School curriculum. Elementary school is really the golden age to learn foreign language/English. It is the best age and opportunity for them to learn English/foreign language. If our children did not learn and study English from the beginning, thus, they will not understand English at all, and of course, they will be left behind in this modern era, so far and so primitive.

If the future generation did not understand foreign language/English, and they can't speak it well, thus, they will be discarded from the international community, because English is one of means for international communication. what a pity? What is actually happen with our education? Where are our experts gone? Where will they bring our education goal? when will we recognize about it? It is a terrible mistake that can be seen by the writer and a lot of people there.

It is so scary and horrify for the future generation and their life and career. We know that it is never too late to improve our mistake and to

make something better for our next generation, Let us improve together this condition for better life and brighter future for our children, for the next generation, for our education, and for our beloved country.

According to Vygotskian Perspective on ZPD

According to **Vygotskian'theory** about **zone of proximal development (ZPD)**, elementary school is **the golden age** (between 6 up to 12 years) for our children to learn foreign language/English. It is the best time for our children to learn foreign language and to master it, since the publication of Lantolf and Appel's (1998) and Lantolf's (2000) influential works on Vygotsky, interest has grown in how such a perspective feeds into speaking pedagogy. Of central importance are the notions of scaffolding and the **zone of proximal development (ZPD)**. Scaffolding is the cognitive support provided by an adult or other guiding person to aid a child or learner, and is realized in dialogue so that the child/learner can come to make sense of difficult tasks. The ZPD is the distance between where the child/learner is developmentally and what she/he can potentially achieve in

interaction with adults or more capable peers (Vygotsky, 1978). In the Vygotskian paradigm, instructors and pupils (or peers) interactively construct the arena for development; it is not predetermined and has no lockstep.

N. More Suggestion for Curriculum in Action:

Strategy and Methods in teaching Speaking

The four skills, such as; reading, writing, listening, and speaking had taught completely, but it needs more practicing for that especially for speaking, therefore the writer wants to give the suggestion for English teachers to get a better strategy and method in teaching speaking, because teaching speaking is very interesting and challenging, although it is not easy job, but it should be done by teachers. Since there are a lot methods of teaching speaking, so the teachers should be smart and careful in selecting the best and appropriate methods for his/her students. By selecting a good and appropriate method, therefore, it will determine the success of teaching speaking.

Communicative Language Teaching Method

One of the best methods for teaching speaking is through **Communicative Language Teaching**.

There are many reasons why Communicative Language Teaching is good for teaching speaking, those are as the following: The **theory of language**, **theory of learning** and **principles in CLT** are easy to be understood by the university students so they could apply it in the real situation. There are three features in common: information gap, choice, and feedback in CLT that made the students to express their ideas freely (Brown, 2001:43). Theory of learning in CLT is that activities that involve real communication promote learning; activities in which language is used for carrying out of meaningful task promote learning. Language that is meaningful to the learner supports the learning process, the primary function of the language is to allow interaction and communication, and language learning comes about through using language communicatively rather than through practicing language skill.

Besides, there is no doubt anymore that English is the most important language in international communication nowadays. English is used to communicate all over the world and it is not only used as a means of international communication but also used in international business, politics, economics, education, agriculture, science and technology. How can we communicate

with foreign people for running on our business or to make some agreement with them if we can't speak English well? Thus, we should speak English well, because the end flow of someone in learning English is in the ability of speaking.

More English club and meeting will be better for increasing the students' ability in speaking; conducting English speech contest or debate English contest is also very good to facilitate the smart and creative students to show up their ability in speaking. Those activities will really support the students to create a good self confidence and better atmosphere for English speaking zone. The writer just wants to suggest that "Language is speaking and Language is behaviour, thus, if you want to master it, you have to use it as often as possible".

Therefore, the key word of mastering speaking is in "practicing", more practicing will make our speaking ability will be better. Besides that, the ability of speaking is very important in our life, career, and in international business communication, even this ability will really appreciate by the other people, because People will more appreciate us if we can speak English well, so more practicing will make us perfect. And speaking ability is the most crucial things

for someone who studies English, because the main target and goal of someone to study English is in the ability of speaking! Thus, we can draw the conclusion here that, the end flow of learning English is in "the speaking ability".

O. Conclusion

1. In modern education curriculum is indispensable, like a roadmap for the traveler or blueprint for a builder. Without curriculum education will be undirected with the worst consequence of not achieving the goal. You can see for yourselves How the authors were guided by the key process of course design as they planned and directed their new course into fruition.
2. You can imagine in-depth the challenges that they faced and the practical and innovative solutions they formulated. It is our hope and certainly that of the authors, that these accounts will inspire you to create new course for adult-and that the authors' experiences will assist you in your endeavors in course design.
3. According to **Vygotskian'theory about zone of proximal development (ZPD)**, The students of elementary school is in a golden age (between 6 up to 12 years), therefore, it is the best time for our children to learn foreign

language/English. If, they study/ learn foreign languages/English, Arabic, Japanese, Germany and so forth from beginning or in this period, thus, they will reach up the best mastery. One of the weaknesses of curriculum 2013 is to delete English in this golden age.

That is a big mistake, how come?

4. We know that it is never too late for us to improve our mistake and to make something better for our next generation, Let us improve together

this condition for better life and brighter future for our children. Let us create together a better world for our children, for living in harmony, for human being and humanity, for the next generation, for our education, and for our beloved country. We can do all of that, if we are serious to do and improve together the quality and condition of our education, so, what are you waiting for?

Honesty and Bravery will lead us to Paradise

Thank you.

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