

IMPLEMENTATION OF CURRICULUM DEVELOPMENT BASED ON KTSP PRINCIPLES AT SD NEGERI CIBIRU 06 CILEUNYI BANDUNG CITY

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Abstract

This type of research is qualitative research using inductive data analysis because this research seeks to determine curriculum development at SD Negeri Cibiru 06 Cileunyi. The method used in collecting data is observation, interviews, and documentation. The main roles in the development of the KTSP are the principal, teachers, and school committee. Curriculum development involves the government, universities, curriculum experts, and various walks of life. The results of this study are goal orientation, relevance, efficiency, flexibility, continuity, balance, integration, and quality. In the implementation of the curriculum at SD Negeri Cibiru 06 Cileunyi the following principles are applied: 1) Implementation of the curriculum is based on the potential, development, and condition of students to acquire competencies that are beneficial to students. 2) The curriculum is implemented by adhering to the five pillars of learning. 3) Implementation of the curriculum allows students to use the service. 4) The curriculum is delivered in an atmosphere of student-educator relations that provides power and strength, builds enthusiasm and initiative, and provides examples and role models going forward. 5) The curriculum is implemented using a multi-strategic and multimedia approach, learning resources, and technology. 6) The curriculum is carried out with optimal content of all learning materials, utilizing natural, social and cultural conditions as well as local wealth for educational success. 7) The curriculum which contains all elements of professional competence, local content, and self development is carried out with a balance, linkage, and continuity that is reasonable and appropriate between classes and levels of education.

Keywords : Curriculum Development, Curriculum Principles, SD Negeri Cibiru 06

INTRODUCTION

The era of information and communication technology and the era of reform, especially in the dynamically developing field of education, have had a tremendous impact on the values of the nation and the life of the nation (Sanjaya, 2011). On the one hand, the development of science, technology and art is another challenge to make the best possible

predictions. These impacts and challenges must be addressed wisely and intelligently so as not to cause inequality in the lives of people and the nation in the future. It is dignified, civilized, educated, personal, has faith in God Almighty, has piety, has a noble character, is healthy, knowledgeable, capable, creative, independent, critical thinking and appreciative, being a responsible citizen (Hasan, 1986).

Empirically it can show that the success of the development of quality education is influenced by the availability of various supporting components. One of them is the curriculum developed and used at the education unit level (Zainal, 2017). Mohamad Nasir (Nasir, 2018) revealed that higher education policies must be adapted to the conditions of the industrial revolution 4.0. According to him, there have been changes in policies and programs related to science and technology resources, institutions, learning, and student affairs, as well as research and development as well as innovation. Universities in compiling or developing a curriculum must refer to the KKNI and the National Higher Education Standards. The challenge faced by universities in curriculum development in the era of the Industrial Revolution 4.0 is to produce graduates who have new literacy skills including data literacy, technological literacy, and human literacy with noble character based on understanding religious beliefs. Universities need to reorient curriculum development that can answer these challenges (Amiruddin & Sugiharto, 2022).

The term curriculum is often interpreted as a plan for learning (educational plan). As an educational plan, the curriculum provides guidelines and guidelines regarding the type, scope, sequence of content, and educational processes (Setiadi, 2016). Historically, the term curriculum was first known in Webster's dictionary in 1856. At first, the term curriculum was used in the world of sports, which is a tool that takes people from start to finish. Then in 1955, the term curriculum was used in the field of education, with the meaning of several subjects in a college (Hamzah, 2017).

Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (BNSP, 2006). Certain objectives include national education goals as well as conformity with the peculiarities, conditions and potentials of the region, educational units and learners. Therefore, the curriculum is

prepared by the education unit to allow adjustment of educational programs to the needs and potentials that exist in the regions (Wahyuni, 2020).

In the educational process, the curriculum becomes a reference that must be used by both education providers and providers as a guideline. The curriculum is also very important in education because it deals with the direction, content and process of education and determines the personality and qualifications of graduates. In relation to the curriculum, the process of interaction between the teacher and the learner takes place in a specific, more directed and meaningful environment than in a vacuum. The curriculum orients all activities of the educational process towards the achievement of educational goals (Fitroh, 2011).

Indonesia is one of the countries that has undergone many changes and curriculum development. The government provided the 1947 Curriculum, the 1952 Curriculum, the 1964 Curriculum, the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum (CBSA Curriculum), the 1994 Curriculum, the 2004 Curriculum (KBK), the 2006 Curriculum (KTSP) was carried out. However, according to the results of the latest PISA (International Student Assessment Program) survey released in December 2019, Indonesia ranks 72nd out of 77 countries. Based on this data, Indonesia is ranked in the bottom six, far behind neighboring countries such as Malaysia and Brunei Darussalam. The PISA ranking is a reference for assessing the quality of reading, mathematics and science-based education around the world (Surya, 2020).

KTSP is an operational curriculum compiled by and implemented in each education unit (BNSP, 2006). KTSP consists of educational objectives at the unit level of education, structure and content of the curriculum at the unit level of education, educational calendar and syllabus. This KTSP was developed according to the content of educational autonomy. The development of KTSP by the school according to the situation and context it has. However, schools must still refer to the scope of existing national education standards, in accordance with PP 19 of 2015 concerning National Education Standards. The development of KTSP is part of school / madrasah planning activities. This activity can be formed by work meetings and/or school/madrasah workshops and/or school/madrasah groups held within the period before the new academic year. The stages of KTSP preparation activities broadly include: school analysis, preparation and drafting, review and revision, as well as finalization, strengthening and assessment (BNSP, 2006).

Curriculum development is a comprehensive term, which includes planning, implementation and evaluation. Curriculum planning is the first step in building a curriculum when curriculum workers make decisions and take action to produce plans that will be used by teachers and students. The application of curriculum or commonly called curriculum implementation seeks to transfer curriculum planning into operational action. Curriculum evaluation is the final stage of curriculum development to determine the extent of learning outcomes, the level of achievement of planned programs and the results of the curriculum itself. (Imelda & Anzelina, 2019) states that the implementation of the 2013 curriculum refers to a scientific approach where learning activities include 5M activities, namely observing, asking, trying, reasoning and communicating. This means that in learning it is hoped that students will be actively involved in the 5M activities. In principle, curriculum development revolves around developing aspects of science and technology that need to be balanced with educational development. Humans, on the other hand, often have limited ability to receive, convey and process information, so a curriculum development process that is accurate and selected is needed and has a strong degree of relevance. In this case, a curriculum development model with an appropriate approach is needed (Widya Ayuningsih, 2020).

Curriculum development developed at SD Negeri Cibiru 06 proceeds in planning to create better tools and conditions for good teaching and learning based on the results of existing curriculum evaluations. In other words, the curriculum development implemented at SD Negeri Cibiru 06 while still adopsi some in KTSP. So new activities go through the stage of curriculum development based on the results of evaluation over a certain period of time. KTSP has been compiled by schools since 2006 so, many teachers misinterpret KTSP. There are still many times I get the question, "Schools still use KTSP? Isn't it the 2013 Curriculum?" from this question sentence can be interpreted that there is still an error in the understanding of KTSP. It is as if the KTSP was only for the 2006 curriculum while the 2013 curriculum no longer exists.

In addition, Muallimin in the journal *Al Tadzkiyah* that The curriculum implemented by the Integrated Islamic school is basically a curriculum adopted from the curriculum of the Ministry of Education and Culture with various modifications. If you look at the curriculum structure of an integrated Islamic school is an integral part of the national education system. Integrated Islamic schools accept all subjects from the national

curriculum. Curriculum compiled by the National Education Standards Agency (Mualimin, 2017).

KTSP is in accordance with the learning characteristics of SD Negeri Cibiru 06 Cileunyi and is expected to be accepted at the National Standard Elementary School (SDSN). The needs and circumstances of SD Negeri Cibiru 06 Cileunyi are very different from the surrounding elementary schools. SD Negeri Cibiru 06 Cileunyi in terms of input (selection of new students), there is excellent parental support, well-developed learning infrastructure and a conducive learning environment.

The results of the previous research are h a s il research by Arif Rahman Prasetyo this menunjukkan bahwa: Curriculum development resources, including empirical data, experimental data, folklore and general knowledge of the people. The principles in curriculum development are divided into two things: 1. General Principles, which include; the principle of relevance, the principle of flexibility, the principle of continuity, the practical principle, and the principle of effectiveness, 2. Special Principles, which include; principles of determining educational goals, principles of selection of educational content, principles of selection of teaching and learning processes, principles of selection of media and teaching tools, and principles related to assessment (Rahman, A.P & hamammi, 2020)

The results of the research were conducted by A. Hanif Ibrahim that: "(1) the principles and characteristics of syllabus development at SDS 1 Wana Sawit Kotawaringin Barat are the arrangement of togetherness in general learning or special learning in setting character education goals and other learning methods that can develop curriculum; (2) The principles and characteristics of material development in SDS 1 Wana Sawit Kotawaringin Barat do not have a major impact on the success of students in developing the curriculum because teachers have not made teaching materials but meet the learning media one of the principles and characteristics of material development in SDS 1 Wana Sawit Kotawaringin Barat that the material applied in this school not only uses available school facilities and infrastructure but also the school environment as objects or materials applied learning; (3) the principles and characteristics of the RPP at SDS 1 Wana Sawit Kotawaringin Barat are the beginning and end of religious activities and expectations that are the goals of the character, among others, in a week an evaluation is carried out to find out what is lacking and given step by step in the future (Ibrahim, 2022).

This research focuses on the principles of curriculum development at SD Negeri Cibiru 06 Cileunyi. One of them is the 2006 curriculum or known as KTSP whose content is still complex and tends to be subject matter. Meanwhile, the 2013 curriculum applies themes to facilitate learning. In addition, it has not implemented an independent curriculum because it still applies some in the KTSP used at SD Negeri Cibiru 06 Cileunyi.

SD Negeri Cibiru 06 Cileunyi, Bandung Regency, West Java Province has become the research locus of many educational institutions in Bandung Regency. Therefore, based on the description above, the author considers curriculum development in accordance with the principles applied at SD Negeri Cibiru 06 Cileunyi, Cileunyi, Bandung, West Java.

The purpose of this study is to accurately and clearly describe the curriculum development and curriculum principles applied at SD Negeri Cibiru 06 Cileunyi. (1) to examine curriculum development at SD Negeri Cibiru 06 Cileunyi, Bandung Regency (2) to examine the principles of curriculum applied at SD Negeri Cibiru 06 Cileunyi, Bandung Regency. The purpose of preparing this KTSP is to adjust educational programs to the needs and potentials that exist in the regions. Analysis of the strengths and weaknesses of programs includes educational programs (among others: selection of national content subjects and local content, selection of self-development activities, determination of life skills education, determination of education based on local and global excellence), learning programs, remedial programs and enrichment programs. The presence or absence of programs, the implementation, and the suitability of the program with the needs and potentials that exist in schools / regions are very necessary analyzes for the development of KTSP.

METHOD

This type of research includes qualitative research. Qualitative research is purely informative and produces an analysis of phenomena. Researchers aim to study phenomena that occur in depth and collect data accurately and completely. The reason why the author uses this type of research is to find out curriculum development and what problems can be researched and developed according to the conditions in the field (Mustika, 2008).

The design of this study is observation, interview and documentation. This research was conducted at SD Negeri Cibiru 06 Cileunyi. Researchers deliberately chose this location as a research environment because 1) the school is one of the National Standard

Schools (SSN) located in Bandung Regency, West Java. 2) The school organizes the best possible curriculum development in educational activities. To obtain valid and reliable data, researchers go directly to the research site. The presence of researchers in conducting this study took place within one week with a travel process that the researcher took 1 KM from the location. The research time was carried out from October 04, 2022 to October 9, 2022. Data collection is carried out through three instruments, namely observation, interviews and documentation. devoted to finding data on the management of curriculum development activities at SD Negeri Cibiru 06 Cileunyi, Bandung Regency, West Java Province.

The study includes people who act as key people. The object of this study is the principal and teacher of SD Negeri Cibiru 06 Cileunyi. The interviewees were principals and teachers of the curriculum section. The data from this interview are the principles of curriculum development applied at SD Negeri Cibiru 06 Cileunyi. This data includes the implementation process, student activities, and the material presented. Observations were made to collect all data relevant to curriculum development at SD Negeri Cibiru 06 Cileunyi. Documentation studies are carried out by looking at documents belonging to schools related to what researchers need. These three methods are used to obtain data or information related to the problem being researched. then the researcher used an inductive data analysis model, because this study tried to find out the curriculum development of SD Negeri Cibiru 06 Cileunyi. Inductive data analysis is used for several reasons (Meleong, 2017).

RESULTS AND DISCUSSION

Result

A. Principles of Curriculum Development applied at SD Negeri Cibiru 06 Cileunyi

1. Diverse and Integrated

The curriculum is developed by considering the diversity of student characteristics, regional conditions, and levels and types of education, without distinguishing religion, ethnicity, culture, and customs, as well as socioeconomic status and gender.

2. Responsiveness to the development of science

The curriculum is developed based on the awareness that science, technology and art develop dynamically, therefore the spirit and content of the curriculum

encourages learners to follow and make appropriate use of the development of science, technology and art.

3. Relevant to the needs of life

Curriculum development is carried out by involving stakeholders to ensure the relevance of education to the needs of life, including community life, the business world and the world of work.

4. Comprehensive and continuous

Curriculum substantiation includes all dimensions of competence, scientific fields of study and subjects that are planned and presented on an ongoing basis between all levels of education.

5. Study throughout life

The curriculum is directed to the process of developing, cultivating and empowering students that lasts throughout life. The curriculum reflects the interrelationship between the elements of formal education, taking into account the ever-evolving conditions and demands of the environment and the direction of full human development.

6. Balanced between national interests and regional interests.

The curriculum is developed by taking into account national interests and regional interests to build the life of society, nation and state. National interests and regional interests must complement and empower each other in line with the Motto of Bhineka Tunggal Ika within the framework of the Unitary State of the Republic of Indonesia.

B. Implementation of Curriculum Principles applied at SD Negeri Cibiru 06

1. The implementation of the curriculum is based on the potential, development, and condition of students to master competencies that are beneficial to themselves. In this case, students must get quality educational services, as well as get the opportunity to express themselves freely, dynamically, and pleasantly.
2. The curriculum is implemented by upholding the five pillars of learning, namely:
(1) learn to believe *and be devoted to God Almighty (learning to believe and to convince the almighty God)*; (2) learning to understand and live (*learning to know*); (3) learn to be able to implement and do effectively (*learning to do*); (4) learning to live together and be useful to *others (learning to live together)*; (5) learn to build and find one's identity through an active, creative, effective, and fun learning to *be learning process*).

3. The implementation of the curriculum allows students to receive services that are improvement, enrichment, and/or acceleration in accordance with the potential, stage of development, and condition of students while still paying attention to the integration of students' personal development with dimensions of Godliness, individuality, sociality and morals.
4. The curriculum is carried out in an atmosphere of relationships between learners and educators who accept and respect each other, are familiar, open, and warm, with the principle of *tut wuri handayani, ing madia mangun karsa, ing ngarsa sung tulada* (behind providing power and strength, during building enthusiasm and initiatives, in front of setting examples and examples).
5. The curriculum is carried out using a multistrategic and multimedia approach, adequate learning resources and technology, and utilizing the surrounding environment as a learning resource, with the principle of nature takambang being a teacher (everything that happens, is held, and develops in society and the universe environment is used as a learning resource, example and example).
6. The curriculum is carried out by utilizing natural, social and cultural conditions as well as regional wealth for educational success with the content of all study materials optimally.
7. The curriculum that includes all components of subject competencies, local content and self-development is organized in a suitable and adequate balance, linkage, and continuity between classes and levels of education.

C. Curriculum Development Implemented at SD Negeri Cibiru 06 Cileunyi

The curriculum of SD Negeri Cibiru 06 Cileunyi has been developed by the development team and school committee in accordance with its relevance as a basic education curriculum development team. It refers to the Content Standards and Graduate Competency Standards and Curriculum Preparation Guidelines developed by the Board of Education. National Standards Board for Education (BSNP). Objects in the development of KTSP are the principal, teachers and school authorities. Different levels of government, universities, curriculum professionals, and societies are involved in curriculum development. Curriculum development can thus be divided into two groups: the internal school group (in-school group) and the external group (*out-of-school group*) (Ruhban, 2019). (Ruhban, 2019) The objects in the development of KTSP are as follows:

1. The Role of the Principal

The principal is a key figure in school management. In general, the roles and functions of the principal are as follows:

- a. First, the role of a manager. As the principal manager is responsible for the management of the school
- b. Second, Role as Innovator, as an important figure in the school, the principal must be able to give birth to creative new ideas.
- c. Thirdly, the role of facilitator, in curriculum development, the technical implementation of development is usually not directly by the principal, but rather by a designated special team.

2. The Role of the Teacher

The teacher is the main actor of school activities. Therefore, the task of the teacher is a profession that demands expertise because the daily duties of the teacher are related to the implementation of the curriculum in schools, the role of the teacher in curriculum development includes the following:

- a. First, the teacher as the giver of consideration. The decision regarding the curriculum institutionally lies in the hands of the principal.
- b. Second, teachers as implementers of curriculum development. This concept can be drawn into two contexts.
- c. Third, teachers as implementers of the curriculum developed by the school. This role is related to the main task of the teacher as the master of the learning process of certain subjects.

3. The Role of the School Committee

The school committee is intended as an independent body that accommodates the participation of the community in order to improve the quality, equity, and efficiency of education management in education units both in preschool education, school education pathways, and out-of-school education pathways. The school committee has the following roles:

- a. *Advisory agency*, which is a consideration in determining and implementing school education policies.
- b. *Supporting agencies*, namely supporters in the form of finances, thoughts, and energy, in the implementation of school education.

- c. *Controlling agency*, namely controller in the context of transparency and accountability of the implementation and output of school education; and
- d. *Mediate agency*, which is a mediator between the government and the public

4. The Role of Students

At the level of classroom activities, if the teacher asks, what does he think about the lesson, what he wants to learn about a topic, or if the teacher invites students to participate in planning a learning activity, they are basically already involved in the curriculum.

D. The curriculum content of Cibiru State Elementary School 06 includes 8 subjects, 1 local content, and 5 self-development activities

1. Subject

- a. Religious and Ethical Education
- b. Pancasila and Civic Education
- c. Indonesian
- d. Mathematics
- e. Natural Sciences
- f. Social Sciences
- g. Cultural Arts and Crafts
- h. Sports and Health Physical Education

2. Local payload

Sundanese Language and Satra

Purpose:

- a. Develop the ability to civilize and culture the region.
- b. Develop skills in regional languages.
- c. Increase sensitivity and passion for regional literary works
- d. Develop and preserve the creations of regional culture as one of the elements of national culture.

3. Personal Development

Self-development activities are carried out outside of class hours. Self-development includes a variety of extracurricular activities according to the interests and talents of students, and habituation activities consisting of:

- a. Entrepreneurship
 - 1) Scout
- b. Computer Informatics Engineering (ICT)
- c. Sport
 - 1) Football
 - 2) Volleyball
 - 3) Sepak takraw
- d. Art
 - 1) Music and Vocal Arts
 - 2) Dance and Karawitan
 - 3) Painting

e. Habituation Activities

Habituation activities are a process of forming akhlaq and planting/practicing Islamic teachings. The habituation activities include:

- 1) Daily Zuz Amma Memorization and Do'a Morning Sun Recitation
- 2) Congregational prayers
- 3) Ramadan Islamic Boarding School
- 4) The cultivation of Islamic Akhlaq is like cultivating the pronunciation of greetings; cultivating hand kisses against parents and teachers; eating and drinking not while standing; maintain personal hygiene, clothing and the environment.

Based on the results of an interview by Mrs. Ai Juariah, S.Pd as the principal of SD Negeri Cibiru 06 Cileunyi and the teacher of the curriculum section, Mr. Agus, S.Pd stated that:

"One of the curriculum developments implemented in schools is the 2006 curriculum where the content is too complex and tends to be subject matter. Meanwhile, the 2013 curriculum applies themes to facilitate learning. In addition, it has also not implemented an independent curriculum so for the time being it is still implementing some in the KTSP that is used at SD Negeri Cibiru 06 Cileunyi. The stages that must be passed are analyzing the

past or ongoing curriculum to create a new curriculum. At this stage, the teachers finalize and disseminate the curriculum before it is analyzed to students. In the learning stage of the new curriculum, students are analyzed first to be formulated into a new curriculum, after being formulated directly in validation and it is clear. Involvement in the preparation of curriculum development is all teachers in the school so there is a special development team in the school. Where the curriculum section is as chairman, teachers are there as secretaries and members. As for the principal as the person in charge, the school committee and the superintendent as the Supervisor and advisor".

Discussion

A. Principles of Curriculum Development applied at SD Negeri Cibiru 06 Cileunyi

Centered on the potential, development, needs and interests of learners as well as the demands of their environment. The curriculum is developed based on the principle that students have a central position to develop competencies to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens, as well as responsible.

Etymologically, curriculum comes from the Greek *curir* which means runner and *curare* which means place to run. The term curriculum comes from the ancient Roman sports world of Greece and describes the distance a runner must travel from the *starting* line to the *finish* line. The word commonly used for curriculum in Arabic is *manhaj*. This means a bright path for what humans walk in various areas of life (Kusumawati and rylviana, 2017).

To achieve educational goals, the curriculum is not static. The curriculum can be changed or modified dynamically depending on the direction and development of the times. This process of change and modification is called the development process (Yunita, 2018). In this study, the development activities considered include curriculum preparation, implementation, evaluation, and improvement. The term development refers to the activity of creating new tools or methods. During this activity, tools or methods are constantly

evaluated and improved. Development activities cease when, after improvement, a tool or method is finally found to be stable enough for continuous use (Gunawan, 2013).

Curriculum development, according to Oemar Hamalik, is defined as planning learning opportunities aimed at guiding students towards desired change and assessing the extent to which such changes have occurred in students (Hamalik, 2008). Meanwhile, Dakir argues that curriculum development is a process of adjusting the existing curriculum to the expected educational goals based on various positive influences coming from outside and from within, with the hope that students can face their future well in everyday life (Dakir, 2010).

Based on the above observations, we can conclude that curriculum development is the process of maximizing the implementation of the curriculum in order to achieve learning objectives after implementing the national curriculum within a certain period of time. This curriculum development is usually the process of updating the curriculum after it has been implemented and evaluated. This can be done at the government level and also by schools that work with teachers to help optimize the implementation of educational curricula both inside and outside the school for the development of learners (Sofiyah, 2018).

B. Principles of Curriculum Development

Curriculum development uses principles developed in everyday life or creates new ones. Therefore, when implementing a curriculum in an educational institution, it is quite possible to use principles that are different from the curriculum used in other educational institutions, and many principles are used in developing the curriculum (Asmariyani, 2020).

As quoted by Syafaruddin and Amiruddin, Hamalik mentioned eight principles in curriculum development. These principles include: "Principles of goal orientation, relevance, efficiency, flexibility, continuity, balance, cohesion and quality".

On the other hand, Sukmadinata divides the principles of curriculum development into two groups: general principles and specific principles. General principles are defined as principles specific to the curriculum as a whole, a combination of the components that make up the curriculum. The general principles are detailed below (Nadia, 2019).

1. Principle of Relevance

Curriculum development which includes the objectives, content and delivery system must be relevant (according to) the needs and circumstances of the community, the needs of educational units, the level of development and needs of students, their intellectual development, physical and spiritual needs, and are compatible with the development of science and technology.

2. The Principle of Flexibility

The development of a flexible curriculum will provide ease of use, change, supplement, or reduction based on the demands of the circumstances and capabilities of the educational unit.

3. The Principle of Continuity

The principle of continuity Namely the continuity in the curriculum, both vertically, and horizontally. The learning experience provided by the curriculum must pay attention to continuity, both at the grade level, between levels of education, as well as between levels of education and types of work.

4. The principle of Efficiency

Efficiency is one of the principles that need to be considered in developing the curriculum, so that what has been planned is in accordance with the goals to be achieved.

5. Principles of effectiveness

Developing an educational curriculum needs to consider the principle of effectiveness, what is meant by effectiveness here is the extent to which the learning program plan is achieved or implemented. In this principle, there are two aspects that need to be considered, namely: the effectiveness of teaching teachers and the effectiveness of student learning.

Meanwhile, the specific principles proposed by Sukmadinata include five things. Educational goal setting, selection of educational content, selection of teaching and learning processes, selection of teaching materials and tools, and assessment principles. Here's the explanation:

1. Principles of Determining the Purpose of Education

Educational objectives include goals of a general and special nature. In the formulation of educational goals, it is based on sources, such as; government provisions and policies, surveys regarding people's perceptions of their needs, surveys of the views

of experts in certain areas, surveys on the quality of human resources, as well as the experience of other countries in the face of similar problems.

2. Principles of Selection of Education

In determining the content of the curriculum, some considerations that can be used as a basis for reference are; It is necessary to elaborate educational objectives into specific and simple learning outcome actions, the content of the subject matter must include aspects of knowledge, attitudes, and skills, and curriculum units must be arranged in a logical and systematic order, meaning that the three learning domains are given simultaneously in the order of learning situations.

3. Principles of Selection of the Teaching and Learning Process

In the process of teaching and learning, pay attention to the following: the suitability of teaching and learning methods/techniques to teach lesson materials, variations of methods/techniques in the teaching and learning process against individual differences of students, as well as the effectiveness of methods/techniques in activating students and encouraging the development of new abilities.

4. Principles of Selection of Media and Teaching Tools

In the process of selecting media and teaching tools, it should pay attention to the following: planning and inventory activities on what tools / media are available, as well as organizing tools in learning materials, either in the form of modules or package books.

5. Principles Regarding Assessment

Assessment is the final process in teaching and learning activities. In the learning assessment process, at least three basic things must be considered, namely, First, plan an assessment tool. Second, draw up an assessment tool. Third, manage the results of the assessment

CONCLUSION

The conclusion of the research results that b erikut are the principles that apply in the implementation of the curriculum at SD Negeri Cibiru 06 Cileunyi: Thus, (1) the delivery of the curriculum is based on the potential, development, and conditions of students to obtain competencies that are beneficial to themselves. In this case, students should have access to quality educational services and the opportunity to express

themselves freely, dynamically, and happily. (2). The curriculum is delivered by adhering to the five pillars of learning: (a) Learning to have faith and devotion to God Almighty (learning to believe and to *convince the almighty God*), (b) learning to understand and live (learning to know), (c) learning to act and act effectively (*learn to do*), (d) learning to live together and serve others (*learning to live together*), (e) learning to build and find one's identity through an active, creative, effective and fun learning process (*learning to be*), (3). Curriculum implementation provides learners with improved, enhanced, and/or accelerated services, depending on their potential, level of development, and condition, while remaining focused on student personal development and sacred integration. Personal, social and moral aspects. (4). The curriculum follows the principles of *tut wuri handayani*, *ing madya mangun karsa*, *ing ngarsa sung tulada* (Giving strength and strength in the back) to embrace and respect each other, be kind, open, friendly, student and teacher. of the relationship between the parties. , build enthusiasm and initiative along the way, and become role models and role models before that). (5). The curriculum is implemented using a multistrategic and multimedia approach, appropriate learning resources and technology, and the environment as a learning resource. (6). The curriculum is organized in the content of all learning materials, making optimal use of natural, social and cultural conditions and local wealth for educational success. (7). The curriculum that includes all elements of professional competence, local content, and self-development is carried out with reasonable and reasonable balance, linkage, and continuity between classes and levels of education.

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