

CURRICULUM DEVELOPMENT THROUGH CREATIVE LESSON PLAN

Hasan Baharun

Universitas Nurul Jadid Paiton Probolinggo

e-mail: ha54nbaharun@gmail.com

Syafiqiyah Adhimiy

Universitas Nurul Jadid Paiton Probolinggo

e-mail: fatihmubarak25@gmail.com

Abstrak: Paper ini menyajikan kajian tentang Pengembangan Kurikulum Melalui Lesson Plan Kreatif. Kurikulum berusaha menerjemahkan tujuan pendidikan sekaligus tujuan dari pengembangan manusia suatu bangsa ke dalam konsep-konsep yang sistematis. Dengan harapan agar pendidikan bias dilaksanakan lebih terarah sehingga bisa efektif dan efisien. Salah satu cara untuk menerapkan pengembangan kurikulum adalah menggunakan lesson plan kreatif. Selama ini guru yang mengajar hanya terpaku pada silabus dan Rencana Pelaksanaan Pembelajaran (RPP) yang stagnan. Setumpuk Operasional prosedur yang hanya memuat model, strategi pembelajaran yang apa adanya. Dengan menggunakan silabus dan RPP yang ada tanpa ada pengembangan, maka selamanya proses pembelajaran tidak akan berhasil meningkatkan motivasi belajar siswa, apalagi di zaman milenial yang menuntut guru serba tau dan kreatif menyajikan materi. Maka adanya lesson plan kreatif menjadi jawaban bagi para guru bahkan juga sekolah.

ملخص: عرض هذا المقال الدراسة عن تطوير المنهج الدراسي عن طريق Lesson Plan الابتكاري. والمنهج الدراسي هو ترجمة عن أهداف التربية وأهداف تطوير الإنسان في شعب من الشعوب في شكل مفهومات منظمة، بهدف أن تجرى التربية أكثر موجهة وفعالية. وإحدى الوسائل لتطبيق تطوير المنهج هي باستعمال lesson plan الابتكاري. وفي الواقع الآن، كان المدرس - في تدريسه - يعتمد كثيرا على المقرر الدراسي وخطة التدريس الثابتة. ثمّة تطبيقات إجراءات تشتمل على النموذج واستراتيجية التعليم العادية. وبهذا المقرر الدراسي الحالي وخطة التعليم الموجودة - بدون التطوير - فإن ذلك لا ينجح في ترقية دافع الطلاب في التعلم، وعلاوة على ذلك فإن الآن عصر ألفي يقتضي المعلم أكثر علما وابتكارا في تقديم المادة. لذا فإن lesson plan الابتكاري هو الحل للمعلمين والمدارس في هذه القضية.

Keywords: Curriculum Development, Creative Lesson Plan

INTRODUCTION

Education is an important need in human life. The essence of the origin of education is to humanize human beings, develop the basic potential of students' intelligence to be courageous and able to face the problems faced without feeling depressed, able and happy to increase his fitrah khalifah in the earth.¹

As one part of the system of education that has been planned systematically, the curriculum must have a very important role for educational activities that are being implemented.² Educational activities undertaken formally or non-formally will not be in accordance with the target achievement if the curriculum is not prepared well conceptualized and implemented programmed and supervised implementation and evaluation.

Education is also often interpreted as a human effort to humanize humans. So as to be able to fulfill his duties as a human being and become a meaningful citizen for a nation and nation.³

If analyzed the nature of society and culture with the school as a social institution in carrying out its operation it can be determined at least the curriculum has three roles, namely conservative role, critical role or evaluative role, and creative role. The three roles in the curriculum are very important and need to be carried out in a balanced way.⁴

The curriculum must be implemented in every school in Indonesia in accordance with prevailing regulations and policies. With the curriculum, teaching and learning activities conducted in schools are able to meet educational standards. The curriculum should also be used according to the level of student education.⁵ In addition to the school system of education in this pesantren also has its own curriculum which focuses on the terms of mastery of the text materially rather than its methodological development.⁶

¹ Restu Sani Izzati, "Implementasi Kurikulum 2013 Bagi Peserta Didik Berkebutuhan Khusus Disekolah Dasar Inklusif," *Jurnal Pendidikan Khusus*, 2015, 1–8.

² Kurniasih, "Landasan Filosofis Pendidikan Dan Landasan Pendidikan" (Bandung: UPI, 2007). 13

³ A. Azra, *Esei-Esei Intelektual Muslim Pendidikan Islam* (Jakarta: Logos Wacana, 1998). 17

⁴ M. Ansyar, "Kurikulum, Hakikat, Fondasi Desain Dan Pengembangan," (Jakarta: Kencana Prenada Media Group, 2015). 12

⁵ Abudin Nata, "Ilmu Pendidikan Islam" (Jakarta: Kencana Prenada Media Group, 2010). 25

⁶ H A Idhoh Anas, "Kurikulum Dan Metodologi Pembelajaran Pesantren," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 10, no. 1 (2012): 29–44.

The curriculum is often defined as a container of a set of concepts about educational practice. A set of concepts is made as a reference from the implementation of educational practices. The curriculum seeks to be translated as an educational goal as well as the goal of human development of a nation into systematic concepts. The existing education is expected to be implemented more directed to be effective and efficient. So a little more curriculum is a picture of a nation's orientation.

In the process of learning education is the driving force for the future. The current learning model is facing a paradigm shift in content, delivery methods, and assessment techniques.⁷ Therefore, the curriculum is prepared and developed for educational purposes, especially for preparing students or students so they can live in the community. Education is designed not only for students to apply skills or skills alone, but students must also be able to apply the values of life and good norms in society.

The curriculum is designed and formulated not only about the purpose and direction of education, but also contains the learning experiences that students need to have and how to apply the experience itself. In preparing the curriculum should be understood the basic concepts of the curriculum itself, because the curriculum is so important in education and life. In addition, a teacher should also have knowledge of the curriculum well and understand the processes that can be developed as well as the process stages that encourage curriculum development.

Given the importance of the function and role of curriculum in education, the curriculum development can not be done carelessly. Curriculum development requires strong foundations, based on the results of thought and in-depth research. The development of a curriculum that is not based on a strong foundation can be fatal to the failure of education itself.⁸

CURRICULUM DEVELOPMENT

In the curriculum sense, etymologically, the curriculum is derived from the term curriculum where in English, derived from the word *curir* (runner) and *curere* (where the race). In addition, curriculum according to experts also comes from

⁷ Hasan Baharun, "Pengembangan Media Pembelajaran PAI Berbasis Lingkungan Melalui Model ASSURE," *Cendekia: Journal of Education and Society* 14, no. 2 (2016): 231–46.

⁸ Agus Tricahyo, "Landasan Filosofis Kebijakan Pengembangan Kurikulum Bahasa Arab," *Cendekia: Journal of Education and Society* 11, no. 1 (2013): 57–74.

the Latin *currere*, said *currere* has many meanings that run fast, fast forward, live and strive for.⁹

In general, the notion of the curriculum may include a set of components that must be met in the learning process or system of plans and arrangements on content, models, media and learning materials in teaching and learning activities.¹⁰ The curriculum has components that are mutually related to each other that can not be separated. That is, the absence of one component will result in the destruction of a curriculum.¹¹

Another opinion is the opinion put forward by Beauchamp who said that the curriculum is a written document whose content contains subjects that will be taught to learners through various subjects, learning resources, learning media, learning method, discipline choice, and problem formulation in everyday life.¹²

Al-Shaybani said that the curriculum is a number of educational, cultural, social, sports, and art experiences provided by schools for students inside and outside school with the intention of helping him to thoroughly develop in all respects and to change his behavior. They correspond to educational goals.¹³

It can be concluded from the above explanation that the meaning of the curriculum is fundamental which describes the actual curriculum function in an educational process. The concept of curriculum continues to evolve in the process of curriculum design and its implementation, as well as the development of practical education theory and practice, also vary according to the flow or theory of education it embraces.¹⁴

While Ibrahim defines, divides and mengkompkkan curriculum into three dimensions, the curriculum as a substance, curriculum as a system and curriculum as a field of study.

⁹ Ninik Indawati Yulianti, Hartatik, 'Pengembangan Kurikulum PAUD', 306–15.

¹⁰ Nana Sukmadinata, "Pengembangan Kurikulum Teori Dan Praktek" (Bandung: Rosda Karya, 2009). 32

¹¹ H Marwan Salahuddin, "Pengembangan Kurikulum Madrasah Diniyah Takmiliyah," *Cendikia* 10, no. 1 (2012): 45–58.

¹² Tim Pengembang MKDP, "Kurikulum Dan Pembelajaran" (Jakarta: Raja Grafindo Persada, 2012). 19

¹³ Hasan Langgulung, "Manusia Dan Pendidikan" (Jakarta: Pustaka Al-Husna, 1989). 27

¹⁴ Nur Ahid, "Konsep Dan Teori Kurikulum Dalam Dunia Pendidikan," *Islamica* 1, no. 1 (2006): 12–29.

The first concept, the curriculum as a substance. The curriculum is seen as a learning activity plan for students in the school, or as a means of goal to be achieved. The curriculum can also be interpreted as a document of educational formulation of objectives, teaching materials, teaching-learning activities, schedules, and evaluations. In addition, the curriculum can also be described as a written document as a result of mutual agreement between curriculum-makers and educational policy holders with the community.

The second concept, the curriculum is defined as a system, the curriculum system. The curriculum system is part of the school system, the education system, and even the community system. A curriculum system includes a personnel structure, and work procedures on how to construct a curriculum, implement, evaluate, and refine it. The establishment of a curriculum and function of the curriculum system and maintaining the curriculum in order to remain dynamic is the target achievement of a curriculum system.

The third concept, curriculum as a field of study is the field of curriculum study. This is a field of study of curriculum experts and educational and teaching specialists. The curriculum as a field of study aims to develop the science of curriculum, curriculum system, curriculum development and problems in curriculum planning and implementation. Those who study the curriculum, learn the basic concepts of the curriculum. They discover new things that can enrich and strengthen the field of curriculum study through literature studies from various literatures and various research activities.¹⁵

The direction and objectives of the education curriculum will experience shifts and changes along with the dynamics of social change caused by various factors, both internal and external. Education curriculum is dynamic in dealing with change is not stagnant and rigid, because the curriculum must be flexible and futuristic. Many things must be considered in developing the curriculum, starting from the understanding of curriculum theory and concepts, curriculum principles, curriculum concept models, curriculum design and anatomy, curriculum development foundations and others related to the curriculum development process.¹⁶

The curriculum in the process of Teaching and Learning Activities of Islamic Education is designed and developed in its application by following the principles of learning and learning motivation of Islamic Education. On that

¹⁵ Ibrahim, "Pengembangan Inovasi Dalam Kurikulum" (Jakarta: UT Depdikbud, 1994). 25

¹⁶ Syamsul Bahri, "Pengembangan Kurikulum Dasar Dan Tujuannya," *Jurnal Ilmiah Islam Futura* 11, no. 1 (2014): 15, <https://doi.org/10.22373/jiif.v11i1.61>.

basis, the development of learning Islamic Education by providing opportunities and encouragement to all learners to use its potential in finding and building the meaning or values of Islamic teachings. In addition to some of the above, it is also important to build awareness that the tasks and responsibilities of learning are in the participants.¹⁷

Currently accepted curriculum concepts are: anything designed by the school such as the number of subjects to be learned by students, the activities to be followed, as well as the learning experience it is expected to achieve, all of which are planned and controlled by the school.¹⁸

Innovation and curriculum development is done because the curriculum development is dynamic, always changing, adjusting to the needs of those who learn (learners). Communities and learners are constantly changing, therefore, the first step in the formulation of the curriculum is the situational analysis faced by the community, including the learning environment situation in the overall sense, the situation of the learners, and the prospective teachers who are expected to carry out the activities.¹⁹

In accordance with the latest developments of the people who want the science and technology education model as well as the religion, the education that will be chosen by the community is education that can provide technological, functional, individual, informative and open capabilities and, more importantly, ethical and moral skills can be developed through religion. The impression of madrasah marginality, in fact is mostly due largely to populist orientation, education is only used as a function of “cultural preserve” and at the same time it ignores quality and achievement. Therefore, the implementation of education tends to be done conventionally, what it is, non-professional management, stagnant and status quo, and ultimately such education is abandoned by the community and only interested in lower community groups.²⁰

This can then be the reason for the necessity of regular curriculum development, but curriculum development should remain based on the National Educational Goals which is a general goal loaded with philosophical content. National Education Objective of the source of arrangement and

¹⁷ Siti Halimah, “Dan Pembelajaran Pendidikan Agama Islam (Pai)” XXXIII, no. 1 (2009): 124–37.

¹⁸ Ahmad Zubaidi, “Model-Model Pengembangan Kurikulum Dan Silabus Pembelajaran Bahasa Arab,” *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 13, no. 1 (2015): 107, <https://doi.org/10.21154/cendekia.v13i1.240>.

¹⁹ Fitroh, “Pengembangan Kurikulum Berbasis Kompetensi Dan Strategi Pencapaian” 4, no. 2 (2011): 1–7.

²⁰ Akhyar, “Pengembangan Kurikulum PAI Madrasah Aliyah Berwawasan Multikultural,” *Tolerans* 5, no. Juni (2014): 45–57.

design of curriculum that must be made in the guideline by every educational endeavor means every institution and organization, whether the education is held by formal education institutions, informal and non formal. The purpose of general education is usually formulated in the form of ideal behavior in accordance with the views of life and philosophy of a nation that formulated by the government in the form of law. National Educational Goals is the source and guidance in the effort of the implementation of education.

The purpose of National Education is clearly sourced from the Pancasila value system which is formulated in the law No.20 of 2003, article 3, which formulates that the national education function to develop the ability and form the character and civilization of the civilized nation in order to educate the life of the nation, aims to develop the potential of learners, in order to become a man who believes and piety to God, morality, healthy knowledge, have the skills (soft skill), high creativity, independence and become citizens of a democratic and responsible.

The purpose of education as in the above formulation, is an ideal formulation of goals that are difficult to realize and measure the success. The size of an ideal destination is hard to find. Because of that difficulty, the general purpose of education that needs to be formulated more specifically.²¹

The basis of education in the educational process of students is needed, so that the ongoing education in our country has a very strong foundation or foundation because education in each country is not the same.²²

Some educational experts pointed out that in the framework of curriculum development it is necessary to note some components which, according to Hamalik argues that curriculum development should include: 1) curriculum objectives, 2) curriculum materials, 3) curriculum methods, 4) curriculum organizations and 5) curriculum evaluation.²³

The cornerstone of curriculum development is related to the purpose of education. There are several main foundations in curriculum development. The cornerstone of curriculum development according to. The basis of the curriculum by Sukmadinata is grouped on several premier grounds

²¹ Wina Sanjaya, "Kurikulum Dan Pembelajaran" (Jakarta: Kencana Prenada Media Group, 2008). 21

²² Nur Ulwiyah, "DALAM PENDIDIKAN ISLAM Nur Ulwiyah Pendahuluan Landasan Pendidikan Diperlukan Dalam Dunia Pendidikan Khususnya Di Negara Kita Indonesia , Agar Pendidikan Yang Sedang Psikologi Merupakan Salah Satu Landasan Penting Yang Harus Dipertimbangkan Dalam Dunia Pe," *Jurnal Studi Islam* 6, no. April (2015).

²³ Omar Hamalik, "Dasar-Dasar Pengembangan Kurikulum" (Bandung: Rosda Karya, 2007). 75

in the curriculum development process, namely philosophical foundation, psychological foundations, socio-cultural foundations, and the foundation of the development of science and technology. While Sanjaya classified the four foundations of curriculum development, but two of them merged into one-unit, namely the philosophical, psychological and sociological technological foundation.²⁴

In addition to the curriculum development foundation, which needs to be considered by educators in the curriculum development process is the principle of curriculum development. Principles of curriculum development are two principles: general principles and special principles. General principles include: 1) Principles of relevance 2) Principle of effectiveness 3) Principle of efficiency 4) Principle of continuity 5) Flexibility principle 6) Guiding principles on objectives 7) Principles of lifelong education 8) Principle of synchronization.²⁵

Specific principles include: 1) Principles of curriculum objectives 2) Principles of curriculum content 3) Didactic principles 4) Principles relating to Media and Learning Resources 5) Evaluation Principles.²⁶

In the development of learning PAI there are several principles that must be considered in developing learning PAI, namely: Moral Knowing consisting of: 1. Moral awareness 2. Knowing moral value 3. Perspective-taking 4. Moral reasoning 5. Decision making 6. Self-knowledge . In addition to moral knowing is also accompanied by Moral feeling consisting of: 1. Conscience 2. Self-esteem 3. Empathy 4. Loving the good 5. Self-control 6. Humanity. The last, the Moral Action consists of: 1. Competence 2. Will 3. Habit.²⁷

LESSON PLAN CREATIVE

For a teacher it is very important to plan a Lesson plan or making Learning Plan Implementation. At this time teacher is already a profession, teacher is demanded for professional related to its duty and responsibility. One task that can reflect teacher professional attitude is to perform its obligations in making

²⁴ Widyastono, "Pengembangan Kurikulum Di Era Otonomi Daerah Dari Kurikulum 2004, 2006 Ke Kurikulum 2013" (Jakarta: PT Bumi Aksara, 2014). 79

²⁵ MKDP, "Kurikulum Dan Pembelajaran." 71

²⁶ Sukmadinata, "Pengembangan Kurikulum Teori Dan Praktek." 56

²⁷ Hasan Baharun, "Total Moral Quality: A New Approach for Character Education in Pesantren," *Ulumuna* 21, no. 1 (2017): 57–80.

Lesson plan. Regarding the importance of making Lesson plan, the success of a learning activity is determined in making the learning plan.

This is necessary, considering the teacher is the spearhead of educational and learning activities that become a motivator for learners in spurring learning activities, the teacher is a figure who became a role model or *uswahhasanah* able to direct and change the behavior and character of learners in a better direction, even more than that, the teacher is the most responsible in giving birth to the next generation of the nation that has the scientific, *akhlakulkarimah* and spiritual depth that became the spearhead for the progress of a nation.²⁸

Making Lesson plan is a very important part of the whole process of implementation of learning and learning activities and is an obligation for the teaching profession. The use of Lesson plan according to education experts is quite effective in improving the quality of students. Lesson plan is the design of subject learning per unit that will be applied by teachers in learning in class 6. Based on this Lesson plan a teacher is expected to apply learning programmed. A Lesson plan should have a high thermal power. Target learning will be difficult to achieve optimally without careful planning. The ability to make the Lesson plan well and correctly is the first step teachers and teachers should have because the Lesson plan will be the estuary of all theoretical knowledge, basic skills, and deep understanding of learning objects and learning situations.

Lesson plan is defined as planning made by the teacher before teaching. However, at the time of teaching, many teachers do not make Lesson plan first. If starting with the making of a lesson plan, the quality of a teacher's learning will be different than that of a non-preparing teacher.²⁹

Developing a lesson plan is an important part to be considered, which will determine the quality of learning as a whole and determine the quality of education and quality of human resources (HR), both in the present and future. Therefore, under any circumstances, teachers should still make Lesson plans because planning is a learning guide.³⁰

In scientific study, ELPSA framework is formed. With such a learning framework the student will have the opportunity to construct the experience so that it becomes knowledgeable. One such learning framework is the ELPSA framework adapted from constructivist learning theory and social in nature.

²⁸ Hasan Baharun, "Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah," *At-Tajdid: Jurnal Ilmu Tarbiyah* 6, no. 1 (2017): 1–25.

²⁹ Munif Chatib, "Gurunya Manusia" (Bandung: KAIFA, 2014). 192

³⁰ E.Mulyasa, "Implementasi Kurikulum Tingkat Satuan Pendidikan, Kemandirian Guru Dan Kepala Sekolah" (Jakarta: PT Bumi Aksara, 2009). 153

ELPSA is an acronym of Experience, Language, Picture, Symbolic, Application. The first component of the learning design process is experience. The second component is how language is used to encourage understanding. The third component is the use of visual representation in presenting ideas. Images are a critical aspect of mathematics. The fourth component is the use of Symbols relating to the presentation of mathematical ideas. The fifth component is the application.³¹

Therefore, making the design before starting the learning then becomes a necessity for a teacher. The lesson plan is a separate document from the syllabus because if the syllabus and the lesson plan are codified into a single document, the automatic strategy in the lesson plan becomes standard. In fact, the strategy in the lesson plan is very diverse and depends on the teacher's creativity as well as the student's ability condition. Lesson plans are made for each basic competency in a syllabus. If there are four basic competencies in the first semester, and there are three basic competencies and the second semester there are three basic competencies, then the teacher should make seven lesson plan in one year. Creating seven lesson plans in a year is not a burdensome job for teachers.³²

Creating a lesson plan as a series of learning processes in the classroom has several advantages to make Lesson plan for teachers, among others, as follows:

1. Teaching plans at each level of basic competency are automatically recorded and can be archived for future teacher needs.
2. Lesson plan as an archive that will be the provision of the teacher concerned and can be used with the improvement in the next school year and also can be a physical evidence of the implementation of regular learning well and periodically.
3. For the principal with the lesson plan, the quality of teachers while teaching will be controlled and recorded in the quality report of the teacher lesson plan in addition to the practical control of the principal.
4. With the lesson plan, the size of the quality of learning in the classroom associated with student academic achievement results can be clearly defined.

³¹ Arifin, "Lesson Plan Berbasis Kerangka Kerja ELPSA Untuk Membangun Pemahaman Konsep Penjumlahan Dan Pengurangan Bilangan Bulat Pada Siswa Arifin Widayaiswara Madya LPMP NTB Email : Arifin_efo@yahoo.com Pendahuluan Sekolah Menengah Pertama (SMP) Merupakan Tempat P," *Jurnal Kependidikan* 14, no. 1 (2015): 11–21.

³² Chatib, "Gurunya Manusia." 194

5. For subject teachers Lesson plan can help teachers to manage time, teachers have time planning a topic of learning about how a topic is delivered well and interesting.³³

Almost every teacher preparation program, much time is spent on beginning teachers how to write detailed lesson plans; However, as they begin this process for themselves, their responses are quite diverse. For some, the meeting has creative possibilities; For others, it is the wall of batteries and confusion Why developing and building lessons? plans so hard to learn as well as teach? Perhaps the answer lies in the fact that the dominant model demands the unnecessary linearity of existence. Furthermore, although various student planning formats and approaches are recommended for use, only a few formats are derived empirically.³⁴

Lesson plan framework is the basic stage in making lesson plan. Many educational experts try to design a learning framework so as to form a lesson plan. Furthermore, it will produce lesson plan forms and structures. There are some lesson plan framework according to some experts that are as follows:

According to Bobbi DePorter, president of Learning Forum Super Camp and Quantum Teaching Writer split the learning into six stages

1. Grow. Teachers tie up students with enthralling opening questions, then provide a global picture of the lesson. In addition, the teacher also tries to arouse students 'curiosity, draws a glimpse of what will be learned without revealing the lesson too much, invites students to build relationships and ignites students' desire to explore
2. Natural. The teacher provides an experience or an activity that shows the lesson to the students. Master also creates a need
3. Name. The teacher sets important "data" on a particular subject at the height of attention and also discusses its relevance to student life. Then, the teacher also explains the lessons after experiences that use the students' natural desire to name and define new learning.
4. Demonstrate. At this stage, the teacher gives students the opportunity to translate and apply their small knowledge to other situations. How, by providing additional activities to students to demonstrate what they know and build confidence.

³³ Ibid. 193

³⁴ Peter D. John, "Lesson Planning and the Student Teacher: Re-Thinking the Dominant Model," *Journal of Curriculum Studies* 38, no. 4 (2006): 483–98, <https://doi.org/10.1080/00220270500363620>.

5. Review. Teachers reinforce the reinforcement in the minds of students by doing a review to strengthen the nerve cell confidence and improve memory.
6. Celebrate. At this stage, do activities to celebrate student success. Celebration as the closing of learning by giving reward for effort, craft and success of student.³⁵

Colin rose, an accelerated learning expert, divides the learning framework into six stages.

1. State. This stage seeks to convince students that they are the best learners. In addition, it also provides confidence that students will be able to receive lessons easily.
2. Use sense. Provide information to students by taking into account the student's learning style.
3. Use multiple intelligences. At this stage, an activity is conducted to explore the potential of different students' intelligence in order to gain an in-depth student understanding. This activity is related to the selection of teaching strategies that are in accordance with student learning styles.
4. Memorize. This stage provides an opportunity for students to train their brains to remember the facts and lessons given.
5. Show you know. At this stage the activities to show that students already know, understand and be able to apply the material provided.
6. Reflect. At this stage, activities are undertaken to explore the ability to reflect which can improve the memory and the way students learn.³⁶

According to Munif Chatib, the design and structure of the creative lesson plan is divided into three parts. That is:

1. Header or opening consists of identity and syllabus
2. Content or content consists of
 - a. Apperception, in apperception there are some things that become the fulcrum of opener in the learning process, among others: Alpha Zone, warmer, pre-teach, and scene setting)
 - b. Teaching Strategy
 - c. Activity Procedures

³⁵ Bobbi DePorter, "Quantum Learner" (Bandung: KAIFA, 2004). 94

³⁶ Rose Colin, "Kuasai Lebih Cepat: Buku Pintar Accelerated Learning" (Bandung: KAIFA, 1999). 81

- d. Teaching Aids
 - e. Learning Resources
 - f. Project
3. Footer or cover, consisting of assessment rubric and teacher's opinion. Teacher comments can be issues, new ideas and special moments.³⁷

From several stages of the learning process presented by some experts above can be concluded that planning in the learning process is very support the success of a learning process. Thus the first step that must be considered to develop the curriculum in the learning process is the implementation plan of learning.

Reformat the planning of the learning process by using the lesson plan creatively needs to get more attention. The creative lesson plan launched by Munif Chatib can accommodate and meet all the needs of teachers to support effective learning.

Through the creative lesson plan teachers can form the most creative learning process in order to deliver the material well and supported by the spirit of student learning with multi-intelligence. Learning strategies and instructional media suitable for each intelligence are applied to provide a full understanding in accordance with foreign learning styles-each intelligence.

CURRICULUM DEVELOPMENT THROUGH CREATIVE LESSON PLAN

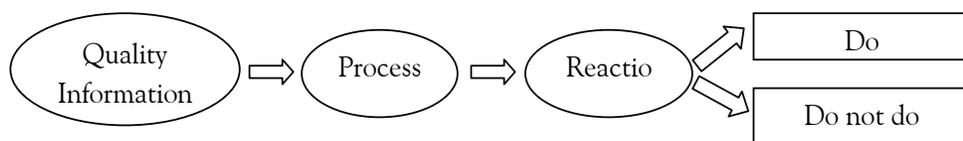
In the process of curriculum development must go through several stages ranging from problem identification through field observation, design development, management to evaluation of curriculum development. These stages should also not leave the foundation and principles of curriculum development that are the principles of curriculum development.

One of the curriculum development is to innovate and develop the Lesson Plan of Creative Lesson Plan. In essence there are many experts who argue about the lesson plan, but for the implementation of lesson plan in the idea by Munif Chatib feasible to apply to any educational unit.

The first component in a creative lesson plan is a Header or an opening consisting of an identity and a syllabus. As an early marker as RPP has been used.

³⁷ Chatib, "Gurunya Manusia." 195

The second component of Content or content consists of. First, Apperception (Zone Alfa, warmer, pre-teach, and scene setting). Apperception theory according to the view Herbart's fundamental philosophy of apperception theory says that man is a learner. Human nature is to govern itself, then react or react to instructions that come from the environment. If he is equipped with a special stimulus or stimulus. The brain's work sequences from receiving information to the appearance of the reaction are closely related to each other. Therefore, it is natural for a student to determine himself to want or not to do instruction as a reaction.



Whether or not to do instruction as a brain reaction when an instruction is affected by a person's circumstances while receiving the information. In the theory of brain waves discovered by Hans Berger in 1924 states that brain waves there are four kinds of Delta Wave, Teta Waves, Beta Waves and Alfa Waves.

In an atmosphere of learning, the condition of Alpha is the most illuminating stage (brilliant) creative process of a person's brain. This condition is said to be the best condition for learning because nerve cells are in balance. So the information obtained students can be directly in the long-term memory of students.

William Stren's view cited by H.M. Arifin, M.Ed states that memory is an ability to connect past experiences with current experience. So the past experience that has been inherent in the soul of a person is reproduced in the present.³⁸

Memory is defined by Morgon as a process of encoding, storage, and retrieval what was previously learned. Bruno states that memory is a mental process that encompasses coding, storing and recalling information and knowledge that are all centered in the brain.³⁹

Alpha conditions can be achieved in various ways such as brain gym, warmer, pre-teach, scene setting, ice breaking, and music.

Once the alpha zone is determined in one face to the next it determines the teaching strategy. The strategy referred to in this lesson plan is a vast

³⁸ F Olivia, "Membantu Anak Punya Ingatan Super" (Jakarta: Gramedia, 2009). 69

³⁹ S Ghufron, M. N., & Rini Risnawita, "Gaya Belajar (Kajian Teoritik)" (Yogyakarta: Pustaka Pelajar, 2012). 130

container and accommodates all the terms of learning methodology of both learning model, learning strategy and learning approach.

As a complement to the teaching strategy, in a creative lesson plan it should deflate the Activity Procedure. What is meant by an activity procedure is a set of procedures that must be performed by students and teachers in one face to face basic competence.

Lesson plan learning media known as Teaching Aids is also a component of Content in a creative lesson plan. Teaching aids is a learning medium created with the creativity of each teacher. It does not have to be technology-based but also simple things like paper and markers. Teaching Aids is also not only a teacher who makes but also the work of students.

In addition to media and strategy, Learning resources also need to be installed in the creative draft lesson plan. The source of the book may be a package book or other supporting books. It is also possible with freelance articles obtained on the website.

In the learning process that is emphasized on the students in the lesson plan is the ability of students to create projects. The tasks assigned to students for each basic competency in each face to face. It may take the form of Homework or Daily Duty.

The third component is the Footer or cover, consisting of the rating rubric and the teacher's perspective. Teacher comments can be problems, new ideas and special moments.

To see the effectiveness of a program, it can be seen through evaluation or assessment, through that way, will be able to know the weakness and strength of the implementation of learning programs in the class. Thus, the teacher of Islamic Religious Education can improve the planning and implementation of the program. But in order to carry out a valid, reliable and objective assessment, it must pay close attention to the use of appropriate methods, comparing the results of assessments of the assessed aspects and subsequently seen the most important program benefits, seen in terms of the philosophy it embraces by the educational institution concerned⁴⁰

While special moment is a special condition that is felt by teachers or students to certain things in the learning process. Special moments can be experienced by teachers, students or even others. Certain things that can be

⁴⁰ Hasan Baharun, "Penilaian Berbasis Kelas Pada Pembelajaran Pendidikan Agama Islam Di Madrasah," *MODELING: Jurnal Program Studi PGMI* 3, no. 2 (2016): 205–2016.

experienced in a special moment is divided into three namely the condition of the student, the condition of the teacher and the condition of others.

The condition of the students is divided into two conditions, namely the condition when the students are often difficult to understand the subject matter, because something because suddenly the student becomes easy to understand the subject matter. Special moments are conditions when students experience a change of condition from difficult comprehension to easier. Another condition is the condition when the student is uncomfortable or not interested in following the subject matter, suddenly the student becomes extraordinarily interested. Conditions when students feel attracted that is a special moment for students is a condition that is always desired to be present in every learning process.

Special moment for the teacher is when the condition of the teacher who initially did not eager to teach, suddenly turned into vibrant until the last second of teaching in the learning process. Or the condition of the teacher when the teacher found a “ray solution” that the original condition of teachers difficult to find solutions to student learning problems, suddenly for some reason, teachers get a solution to the problem.

In the process of learning, there are some outside the teacher and student code that is the condition of other people or third parties who get a lesson from learning related to learning materials.

In Lesson Plan, Special Moments are usually written at the end of a lesson plan framework. The key to getting a special moment is the teacher's sensitivity in teaching and caring for his students. Special moments can be written only title in the preparation of lesson plan, while the detail story can be written in the attachment lesson plan.⁴¹

Creating a creative lesson plan is very easy, also very efficient because the existing lesson plan can be collected for the next school year but also serves as an inspiration for teachers to make more lesson plan.

The lesson plan can also be the three most important documents for a teacher. The first document, is the lesson plan can be a Classroom Action Research. This is related to teaching strategies related to the achievement of learning outcome indicators in the syllabus. The second document, lesson plan can be a textbook, as a guide for students to study each subject area. The third document, the lesson plan can be a popular book, it is related to educational articles derived from a special moment written on each lesson plan.

⁴¹ Chatib, “Gurunya Manusia.” 192

The creative lesson plan initiated by Munif Chatib in every component that exists in the structure of the lesson plan is in accordance with the curriculum development base consisting of philosophical, psychological, sociological, scientific and technological foundations.⁴²

Firstly, the philosophical foundation aims that education must contain three things. Firstly, autonomy, which means giving awareness, knowledge, and excellent ability to each individual and group to be independent and live together in a better life. Secondly, equity, as the right to demand justice, education must be able to provide opportunities for all levels of society to participate in the culture and economy of a nation. Third, survival, meaning education must not only be able to guarantee the inheritance and enrich the culture from generation to generation, but also must provide understanding of interdependence among human.⁴³

Secondly, the psychological ground in curriculum development occupies important positions and roles. The child is the target and the target of the curriculum, so the psychological consideration becomes something important in planning and compiling the curriculum, so it is possible to obtain maximum results.⁴⁴

The third, the sociological foundation. the curriculum is considered good when it generates the capital personality according to universal cultural norms and behavior; on the other hand, the curriculum is considered unfavorable, if the curriculum has not produced the ideal type of culture in force. It means the agenda of each curriculum, as an instrument of change, to facilitate the development of students from simply acknowledging their cultural conceived values to apply the operative values.⁴⁵

The Fourth, the foundation of science and technology. In this millennial era, when the world information is accessible to smartphones, the mastery of science and technology should be sought to encourage and facilitate the achievement of educational goals. The objectives will be realized through a curriculum designed with attention to aspects of the needs of learners, the development of science and technology, the demands of society and based on the analysis of the existing situation.

⁴² Zainal Arifin, "Konsep Dan Model Pengembangan Kurikulum" (Bandung: PT Remaja Rosdakarya, 2014). 47

⁴³ Effendi Ramlan, "Konsep Revisi Taksonomi Bloom Dan Implementasinya Pada Pelajaran Matematika Smp," *Jurnal Ilmiah Pendidikan Matematika 2*, no. 1 (2015): 72–78.

⁴⁴ Bahri, "Pengembangan Kurikulum Dasar Dan Tujuannya."

⁴⁵ Ansyar, "Kurikulum, Hakikat, Fondasi Desain Dan Pengembangan,," 12

Technological developments that occur today also affect the curriculum. In its development, curriculum make ICT as part of subject matter study which ICT as science and ICT study also influences curriculum development system and model. The birth of technology products in learning as ICT-based learning models such as e-learning, virtual learning, Computer Based Training, Open and Distance Learning should be made so as not to separate from the curriculum as a design as well as the implementation model of the forms of learning as well as the media effective learning for effective learning process.⁴⁶

In the lesson plan includes four main foundations of curriculum development. *The first*, philosophical foundation with three things that became the philosophical goal of education that is autonomy, equity and survival. With the third lesson plan it can be achieved with alpha zones that position the brain waves in a state of conscious and ready to receive information. Lesson plans can be applied not only in luxurious classrooms but also in simple classrooms even outdoors depending on the teacher's creativity level. With two things above then lesson plan can make students and teachers survive in learning.

The Second, the psychological foundation. Lesson plan is very friendly on the psychological condition of each student because in the process, lesson plan refers to learning system and learning method of each student's intelligence, so that students not only crammed with the material of the lecture model that for the visual child is very uncomfortable.

The Third, the socialist basis. With learning strategy that not only focus in the class of course lesson plan can become the motor of student intelligence to become personal with the capital personality (ideal personality type) according to the norms and behavior of universal culture.

The Fourth, the foundation of science and technology. With teaching aids structures, strategies and projects existing in the lesson plan will often meet with technology products such as Computer Based Training, audio visual and othe

CONCLUSION

The curriculum has a strategic position in an education because in general the curriculum is a description of the vision, mission, and educational goals of a nation. This at once positions the curriculum as the central value that will be transformed to learners. Many things must be considered in developing the

⁴⁶ Sukaya, "Pengembangan Kurikulum Berbasis Teknologi Informasi," *Jurnal Teknologi Informasi & Pendidikan* 1, no. 1 (2010): 100–112.

curriculum, from understanding the theories and concepts of the curriculum, curriculum principles, the various curriculum concept models, anatomy and curriculum design, curriculum development foundations and others related to the curriculum development process. In the foundation of curriculum development in particular there are several foundations to note are: The foundation of philosophy, the foundation of psychology, the foundation of sociology, the religious foundation and the foundation of technology.

One way to apply curriculum development is to use a creative lesson plan. During this time the teachers who teach is only fixated on the syllabus and Learning Plan Implementation is stagnant. A stack Operational procedure that contains only the model, the learning strategy is what it is. By using the existing syllabus and Learning Plan Implementation without any development, then forever the learning process will not succeed in improving students' learning motivation, especially in the millennial era that requires teachers to know and creatively present the material. So the existence of creative lesson plan becomes the answer for the teachers even the school.

Creative lesson plan from the thought of MunifChatib can be one of the curriculum development instruments. The lesson plan framework offered by MunifChatib is very much aligned with the foundation and principles of curriculum development.

BIBLIOGRAPHY

- Abudin Nata. "Ilmu Pendidikan Islam." Jakarta: Kencana Prenada Media Group, 2010.
- Ahid, Nur. "Konsep Dan Teori Kurikulum Dalam Dunia Pendidikan." *Islamica* 1, no. 1 (2006), 12–29.
- Akhyar. "Pengembangan Kurikulum PAI Madrasah Aliyah Berwawasan Multikultural." *Tolerans* 5, no. Juni (2014), 45–57.
- Anas, H A Idhoh. "Kurikulum Dan Metodologi Pembelajaran Pesantren." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 10, no. 1 (2012), 29–44.
- Ansyar, M. "Kurikulum, Hakikat, Fondasi Desain Dan Pengembangan,." Jakarta: Kencana Prenada Media Group, 2015.
- Arifin. "Lesson Plan Berbasis Kerangka Kerja ELPSA Untuk Membangun Pemahaman Konsep Penjumlahan Dan Pengurangan Bilangan Bulat Pada Siswa Arifin Widyaiswara Madya LPMP NTB Email : Arifin_efo@yahoo.com Pendahuluan Sekolah Menengah Pertama (SMP) Merupakan Tempat P." *Jurnal Kependidikan* 14, no. 1 (2015), 11–21.
- Arifin, Zainal. "Konsep Dan Model Pengembangan Kurikulum." Bandung: PT Remaja Rosdakarya, 2014.
- Azra, A. *Esei-Esei Intelektual Muslim Pendidikan Islam*. Jakarta: Logos Wacana, 1998.
- Baharun, Hasan. "Pengembangan Media Pembelajaran PAI Berbasis Lingkungan Melalui Model ASSURE." *Cendekia: Journal of Education and Society* 14, no. 2 (2016): 231–46.
- Baharun, Hasan. "Penilaian Berbasis Kelas Pada Pembelajaran Pendidikan Agama Islam Di Madrasah." *MODELING: Jurnal Program Studi PGMI* 3, no. 2 (2016): 205–2016.
- Baharun, Hasan. "Peningkatan Kompetensi Guru Melalui Sistem Kepemimpinan Kepala Madrasah." *At-Tajdid: Jurnal Ilmu Tarbiyah* 6, no. 1 (2017): 1–25.
- Baharun, Hasan. "Total Moral Quality: A New Approach for Character Education in Pesantren." *Ulumuna* 21, no. 1 (2017): 57–80.

- Baharun, Hasan. *Pengembangan Kurikulum; Teori Dan Praktik (Konsep, Prinsip, Pendekatan Dan Langkah-Langkah Pengembangan Kurikulum PAI*. Yogyakarta: CV Cantrik Pustaka, 2017.
- Baharun, Hasan, Zamroni. *Manajemen Mutu Pendidikan : Ikhtiar Dalam Meningkatkan Mutu Pendidikan Madrasah Melalui Pendekatan Balanced Scorecard*. Tulungagung: Akademia Pustaka, 2017.
- Bahri, Syamsul. "Pengembangan Kurikulum Dasar Dan Tujuannya." *Jurnal Ilmiah Islam Futura* 11, no. 1 (2014): 15. <https://doi.org/10.22373/jiif.v11i1.61>.
- Chatib, Munif. "Gurunya Manusia." Bandung: KAIFA, 2014.
- Colin, Rose. "Kuasai Lebih Cepat: Buku Pintar Accelerated Learning." Bandung: KAIFA, 1999.
- DePorter, Bobbi. "Quantum Learner." Bandung: KAIFA, 2004.
- E.Mulyasa. "Implementasi Kurikulum Tingkat Satuan Pendidikan, Kemandirian Guru Dan Kepala Sekolah." Jakarta: PT Bumi Aksara, 2009.
- Fitroh. "Pengembangan Kurikulum Berbasis Kompetensi Dan Strategi Pencapaian" 4, no. 2 (2011), 1–7.
- Ghufron, M. N., & Rini Risnawita, S. "Gaya Belajar (Kajian Teoritik)." Yogyakarta: Pustaka Pelajar, 2012.
- Halimah, Siti. "Dan Pembelajaran Pendidikan Agama Islam (Pai)" XXXIII, no. 1 (2009): 124–37.
- Hamalik, Omar. "Dasar-Dasar Pengembangan Kurikulum." Bandung: Rosda Karya, 2007.
- Ibrahim. "Pengembangan Inovasi Dalam Kurikulum." Jakarta: UT Depdikbud, 1994.
- Izzati, Restu Sani. "Implementasi Kurikulum 2013 Bagi Peserta Didik Berkebutuhan Khusus Disekolah Dasar Inklusif." *Jurnal Pendidikan Khusus*, 2015, 1–8.
- John, Peter D. "Lesson Planning and the Student Teacher: Re-Thinking the Dominant Model." *Journal of Curriculum Studies* 38, no. 4 (2006): 483–98. <https://doi.org/10.1080/00220270500363620>.
- Kurniasih. "Landasan Filosofis Pendidikan Dan Landasan Pendidikan." Bandung: UPI, 2007.

- Langgulong, Hasan. "Manusia Dan Pendidikan." Jakarta: Pustaka Al-Husna, 1989.
- MKDP, Tim Pengembang. "Kurikulum Dan Pembelajaran." Jakarta: Raja Grafindo Persada, 2012.
- Olivia, F. "Membantu Anak Punya Ingatan Super." Jakarta: Gramedia, 2009.
- Ramlan, Effendi. "Konsep Revisi Taksonomi Bloom Dan Implementasinya Pada Pelajaran Matematika Smp." *Jurnal Ilmiah Pendidikan Matematika* 2, no. 1 (2015): 72–78.
- Salahuddin, H Marwan. "Pengembangan Kurikulum Madrasah Diniyah Takmiliyah." *Cendikia* 10, no. 1 (2012): 45–58.
- Sanjaya, Wina. "Kurikulum Dan Pembelajaran." Jakarta: Kencana Prenada Media Group, 2008.
- Sukaya. "Pengembangan Kurikulum Berbasis Teknologi Informasi." *Jurnal Teknologi Informasi & Pendidikan* 1, no. 1 (2010): 100–112.
- Sukmadinata, Nana. "Pengembangan Kurikulum Teori Dan Praktek." Bandung: Rosda Karya, 2009.
- Tricahyo, Agus. "Landasan Filosofis Kebijakan Pengembangan Kurikulum Bahasa Arab." *Cendekia: Journal of Education and Society* 11, no. 1 (2013), 57–74.
- Ulwiyah, Nur. "DALAM PENDIDIKAN ISLAM Nur Ulwiyah Pendahuluan Landasan Pendidikan Diperlukan Dalam Dunia Pendidikan Khususnya Di Negara Kita Indonesia , Agar Pendidikan Yang Sedang Psikologi Merupakan Salah Satu Landasan Penting Yang Harus Dipertimbangkan Dalam Dunia Pe." *Jurnal Studi Islam* 6, no. April (2015).
- Widyastono. "Pengembangan Kurikulum Di Era Otonomi Daerah Dari Kurikulum 2004, 2006 Ke Kurikulum 2013." Jakarta: PT Bumi Aksara, 2014.
- Yulianti, Hartatik, dan Ninik Indawati. "Pengembangan Kurikulum PAUD," n.d., 306–15.
- Zubaidi, Ahmad. "Model-Model Pengembangan Kurikulum Dan Silabus Pembelajaran Bahasa Arab." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 13, no. 1 (2015), 107. <https://doi.org/10.21154/cendekia.v13i1.240>.