PROCEDURES OF DEVELOPMENT OF THE CURRICULUM OF THE EDUCATION OF ADULT CHILDREN IN HUMANISTIC APPROACH

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Abstrak: *peran orang tua, alpha, generasi alpha yang ditawarkan kepada siswa oleh lembaga pendidikan (sekolah). Siswa terlibat dalam berbagai kegiatan pembelajaran sesuai dengan program pendidikan, yang mendorong pertumbuhan dan perkembangan sejalan dengan tujuan pendidikan yang telah ditetapkan. Dengan adanya penelitian ini berupaya untuk mengungkapkan mudahnya prosedur mengembangkan kurikulum dengan pendekatan humanistik. Penelitian ini menggunakan jenis pendekatan deskriptif kualitatif dengan metode library research atau studi kepustakaan. Dalam penelitian ini, semua bahan penelitian dapat dihadirkan atau dikumpulkan di tempat peneliti yakni pada library atau perpustakaan. Dalam penelitian ini diperoleh bahwa prosedur pengembangan kurikulum sekolah disusun dengan mengindahkan keserasian antara perkembangan pribadi dan perkembangan kognisi secara simultan. Pendidikan bukan semata-mata komponen tetapi menumbuhkan keberanian kepada siswa untuk melakukan sesuatu.*

Kata Kunci : *Pengembangan Kurikulum; Humanistik, Pendidikan Anak Usia Dini*

Abstract: *The role of parents, alpha, generation alpha offered to students by educational institutions (sekolah). Students engage in various learning activities in accordance with the educational programmes, which encourage growth and development in line with educational goals that have been set. With the existence of this research is able to reveal the ease of the procedure of developing curricula with a humanistic approach. This research uses a kind of qualitative descriptive approach with library research methods or library studies. In this study, researchers do not have to go down to the field, all the research material can be presented or collected at the researchers' place in the library or library. In this study it was obtained that the school curriculum development procedures are structured by ignoring the compatibility between personal development and cognitive development simultaneously. Education is not merely a component but it nurtures the courage of the student to do something.*

Key words: *Curriculum Development; Humanities, Early Childhood Education*

INTRODUCTION

According to Mulyasa, improving the quality of education is an objective of development in the field of national education and is an important component in efforts to improve human quality throughout Indonesia. This is because education plays an important role in the development of human resources and character of the nation[1]. According

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[1] Uliatunida, Nida. 2020. "*Perencanaan Kurikulum Untuk Mencapai.*" Medikom: Jurnal Ilmu Pendidikan dan Dakwah Vol.2, no. 1.

to the Law No. 20 of 2003 on the National Education System, national achievement or failure to educational goals affects the quality of education. Besides, if education meets national standards of education, then the quality can be said to be superior. In order for the quality of education including the madrasah to be improved, the basic requirements of education, namely the National Standard of Education must be met.[2]

Efforts to raise the level of education of the nation have been undertaken for a long time. Improving the quality of education has been a top priority in the development of education since Indonesia's independence to this day. In addition, a number of educational discoveries and initiatives have been explored. Such as the completion of the curriculum, the acquisition of textbooks and teaching materials, the provision of facilities, and the improvement of the quality of teachers all have been dealt with.[3] In improving the level of education, a curriculum is required that meets the needs of students who follow the developments of the times. Therefore, there is a need for the development of curricula that can connect the achievement of educational objectives. Curriculum is a set of plans and arrangements on purposes, content, and learning materials as well as techniques used as guidelines for the implementation of learning activities to specific educational goals, as set out in Law No. 20 of 2003 on the National Education System. The core structure of the curriculum constitutes a conceptual arrangement of curricula designed on the basis of the National Educational Standards, in accordance with Government Regulation No. 13 of 2015 on National Education Standards which is the second amendment to PP No. 19 of 2005.[4]

The role of the curriculum as an educational component is

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[2] Anwar, Khoirul. "*Peran Sistem Penjaminan Mutu Pendidikan Dalam Meningkatkan Mutu Pendidikan Di Madrasah*." Ta'dibuna: Jurnal Pendidikan Agama Islam. 2018,Vol.1,no. 1; 42.

[3] Ibid.,Hal.42

[4] Nida Uliatunida, "*Perencanaan Kurikulum Untuk Mencapai*". Medikom: Jurnal Ilmu Pendidikan dan Dakwah. 2020, Vol.2, no. 1; 36.

strategically placed as a guideline in learning activities. The state of the curriculum should be taken into account to guarantee the smoothness of the educational activities expected, as the experience delivered in the classroom in the maintenance of education will be based on the Curriculum. The learning experience that students will gain during an educational process is called a curriculum.[5] Curriculum is a curriculum offered to students by an educational institution (sekolah). Students engage in various learning activities in accordance with the educational programmes, which encourage growth and development in line with educational goals that have been set. Many curriculum change strategies are based on results analysis, assessments, predictions, and various difficulties encountered during changes both internally and externally. The curriculum as a policy product is dynamic, contextual, and relative in this situation. Change and continuity, especially ongoing change, are the basic principles of curriculum policy.[6]

The very rapid development of technology makes the curriculum have to keep up with these developments. Therefore, the curriculum must be in line with the future society. With the development of curricula in line with curriculum development procedures, will result in achievement of objectives The methods or approaches taken in developing or discussing curriculums are often questionable in curricular studies. The structure and patterns of the curriculum are determined by the type of approach or orientation generally used. In this case, an approach can be seen as a starting point or as one's point of view of a particular procedure. The word "approximation" refers to a very general interpretation of how a process occurs.[7] There are at least four approaches, among others academic subject approach, humanistic approach, technical approach, and social

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[5] Siti Julaeha, Eri Hadiana, Qiqi Yulianti Zaqiah. "Manajemen Inovasi Kurikulum: Karakteristik dan Prosedur Pengembangan Beberapa Inovasi Kurikulum." Muntazam: Jurnal Manajemen Pendidikan Islam 2, no. 1 (2021); 3

[6] Andini, Gita Tri. "*Manajemen Pengembangan Kurikulum.*" *Jurnal Islamic Education Manajemen.* 2018. Vol.03 No.02; 34

[7] Huda, Nurul. "*Pendekatan-pendekatan Pengembangan Kurikulum.*" Qudwatunâ: Jurnal Pendidikan Islam 2, no. 2 (2019) 175.

reconstruction approach, that can be used in curriculum construction, according to curricular theory.[8] Based on the four approach, the study discussed "Development of Curriculum Procedures AUD With Humanistic Approach", to find out how important the role of humanist approaches in the development of curricula procedures of AUD, so that it can meet the needs of learners, creating a hidden curricule atmosphere capable of giving birth to human beings with superiority.

RESEARCH METHOD

This research uses a kind of qualitative descriptive approach with library research methods or library studies. Library research is a systematic research that searches, reads, collects, processes, records, and compiles data in order to find answers to problems encountered in library research[9]. The data collection technique in this study is an in-depth search of material loaded in written documents or printed on media known as the term content analysis. In this case, the researchers use content analysis with a conventional approach, namely the categorization of clues derived from existing text data.[10]

The data analysis techniques used are: First, the researcher formulates the problem to be studied. Second, the researcher searches and selects the data sources that are relevant to the research. Third, the scientist collects all the data that has been searched from various data sources. Fourth, the investigator processes the data which has been obtained and records it. Fifth, the Researcher assembles the data already obtaining that is relevant to various data so that it becomes an easy-to-understand unity.[11]

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[8]Suprihatin. 2017. "*Pendekatan Humanistik Dalam Pengembangan Kurikulum Pendidikan Agama Islam*." Potensia: Jurnal Kependidikan Islam Vol. 3. no. 1; 84.

[9] Kharisul Wathoni, yuli salis hijriyani, Azizah, *Konsep Childfree Perspektif Pendidikan Islam." Wisdom*: Jurnal Pendidikan Anak Usia Dini Vol.4. no. 1;116-117.

[10] Rukminingsih, Gunawan Adnan, Muhammad Gunawan Latief. *Metode Penelitian Pendidikan.* Yogyakarta: 2020, Erhaka Utama; 96

[11] Ibid., Hal.97-98

RESULTS AND DISCUSSION

Development of Early Childhood Education Curriculum

The development and curriculum expressions are the root of the curricular development expressions. This article defines "development" as "a systematic, planned, methodological, and comprehensive effort aimed at criticizing, renewing, and perfecting something that has existed before," according to Gopper and Ross in Hamalik. The curriculum itself is a construction or idea, a verbalization of an idea, or a very complex set of concepts, according to Oliva's definition. What is meant by "curriculum development" in this writing in the sense of development and curricula is "a planned, systematic, methodological, and comprehensive effort aimed at criticizing, updating, and perfecting a curricular that already exists", which in this respect focuses on the development of the character of the student.

According to Abdul Qodir Yusuf as quoted Khaeruddin, "Curriculum is a number of experiences and trials in the learning process of teaching students under the guidance of the institution/school". Hamalik argues that the curriculum was a written plan on the ability to have according to the National standards, the materials to be studied and the learning experience to be lived to such ability, as well as the evaluation to be done to know the level of achievement of the ability of the student, and a series of rules related to the student's learning experience in developing his potential in a particular educational unit.

According to Hamalik, a curriculum is a documented program that contains aims, resources, learning opportunities, and evaluations. According to hamalik, the author sees the curricula as just a document or a blueprint. The curriculum according to S. Nasution is divided into several categories, namely: 1) Curriculum as a product, the work of the curriculum developers, usually in a committee. The results are presented in the form of a book or a guide, which can contain a list of subjects to be studied in class;

2) A curriculum is a program used by the school as a tool to a goal; 3)The curriculum can also be regarded as what is expected to be learned by the student, such as specific skills, knowledge, and attitudes.

The cycle is seen by Hamalik and Trianto as a set of strategies designed to accelerate the learning process. structured to create opportunities based on the potential, interests, linguistic, cognitive, social, emotional, spiritual, kinesthetic, and creative development of each child. Early childhood is a crucial time to support the growth of the child in order to guarantee its healthy growth. They will be heavily shaped and influenced by the events they face in the future. The comprehensive understanding of the curriculum is a comprehensive planning, implementation, and evaluation designed to support the child's growth in accordance with his or her potential, interests, and intellectual, emotional, spiritual, and kinesthetic intelligence. According to KTSP PAUD, an operational curriculum is a curricular created and implemented by each PAUD unit in accordance with the circumstances, potential, and supporting resources available and available to every PAUD. The curricula is regarded as a driving force for educational progress and as "a complete, solid, and flexible contract between politics, society, teachers, and schools."[12]

Curriculum coverage is very wide, meaning that the curriculum affects all the learning experiences that students have besides a particular subject. The family and community environment, in addition to the educational environment, also supports personal growth. Therefore, in addition to the activities led by the teacher, the curriculum also includes the activities conducted by the student outside the classroom.[13]

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[12] Braslavsky, C. *The Curriculum*. Buenos Aires: Santillana. 2019; 65
[13] R. Masykur. *Teori dan Telaah Pengembangan Kurikulum*. Lampung: Aura. 2019;13

Curriculum Procedures

Once we understand the meaning, it remains to learn how to practice the understanding of curriculum development. But this implementation needs to go through a few steps. Technically, these organized systems are interconnected and long-lasting, or can be said to be built on a management process. The process includes the creation of curriculum development working groups, needs analysis and diagnosis, objective formulation, material selection and organization, learning experience selection and organisation, and use of evaluation tools.

Curriculum early Childhood Education of development procedure includes; 1) Formation of a team/working group of curriculum developers; 2) Analysis and Diagnosis Needs. Identifying needs and conducting analysis is an early step in developing a curriculum. Three factors can be studied to analyse needs: student needs, community and workplace demands, and government expectations. (kebijakan pendidikan). The world of work can be understood from the various advances of society and projections of future progress of society, while government expectations can be understand from policy, policy. The needs of students can be understood from the psychological developmental aspects of students issued by both the central and regional government in the field of education. From the examination of these three factors, a list of needs is subsequently made as an input in the purpose-setting activities; 3) Formulation of Purpose. Targeting is done once the need is identified. Curriculum objectives are structured in a hierarchy, ranging from the broadest (complex) objectives to the narrower. National educational goals, institutional goals, curricular goals, as well as general and special education goals, are all included in the hierarchy of goals.

In The Taxonomy of Educational Objectives, Benjamin S. Bloom divides goals into three domains: cognitive, emotional, and psychomotor.

The mastery of intellectual or thinking abilities belongs to the cognitive realm, while the development of feelings, attitudes, interests, and values falls within the affective realm and the mastery and the skills of movement fall within the psychomotor realm; 4) Selection and Organization of Materials. Obtaining the composition of a material, evaluating it, deciding whether to receive it, and then using, distributing, and tracking its use. Specifically, everything given to students during teaching learning activities is called curriculum material. This educational activity is covered in the curriculum. The task of the teacher is to create the learning material based on the learning objectives that have been prepared and formulated previously. Scope is the process of creating educational resources. The following factors can be considered when choosing curriculum materials. In other words, the curriculum material should be selected based on the objectives to be achieved, the Curriculum materials selected because they are considered to be valuable as positive cultures of the past, curricular material selected as useful for the mastery of a discipline, Curriculum materials elected because it is considered useful for human life for the supply of life in the present or future, the material curriculums selected according to the needs and interests of the pupils (students) and the needs of the Society; 5)Selection and Organization of Learning Experience. The selection and organization of learning experience takes place after the selection and organization of curriculum materials. Various approaches, tactics, methods, and procedures adapted to the purpose and nature of the material presented can be used to select and regulate the learning experience. Student learning experiences can be influenced by vision, hearing, touch, and smell. The selected learning activity should consist of a variety of mental and physical activities that attract the attention of the student, in accordance with his or her stage of development, and encourage active and imaginative learning; 6) Use of Evaluation Tools. The development of an evaluation tool is intended to assess whether the actions taken have been in line with the objectives set. According to McNeil (1977)

curriculum evaluation should answer two questions: (a) whether the planned and implemented activities enable the achievement of the desired educational objectives; and (b) whether and how the curricula developed can be improved. The next step is to decide and establish that the curriculum is implemented and implemented after the information and answers to both questions have been collected. Some people believe that judgment is equivalent to measurement, testing, or valuation. The three are involved in the evaluation procedure.

The Curriculum Development Approaches

The approach describes the truth of what to do in solving a problem in all aspects of society's life. Approach can embody a view, a philosophy, or a belief that is believed to be true.[14] Approach is a method used to formulate curricula that reveal how one sees education and society. Most educators apply a variety of effective approaches rather than just stick to one approach. An approach in the development of a new curriculum (curriculum construction), can also be an improvement to the existing curricula. (curriculum improvement).

A curriculum development approach is a work style that involves applying ideas and methodologies by following an organized development process, to build a systematic curricula in order to get better curriculums. A person's point of defiance or point of view of a particular procedure is a possible interpretation of the word "approximation".[15] There are four curriculum development approaches that can be used in the process of curricular development, namely academic, humanistic, technological and social reconstruction subjects[16].

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[14] Muhammad Basir. 2017. Pendekatan Pembelajaran. Sengkang: Lampena Intimedia; 2

[15] Anisa Tusadia, Hery Noer Aly. 2023. "Pendekatan Humanistik dalam pengembangan Kurikulum Pendidikan Agama" Jurnal Pendidikan dan Konseling. Vol.05 No.04; 257

[16] Abdah, Muhamad Ghazali. "*Ragam Pendekatan dalam mengembangkan*

1. The approach to academic subjects is one of the oldest models or forms. This curriculum derives from a classical stream that emphasizes historical events through perennialism and essentialism. Since each field of science has its own systematization and there are variations between the systems of different disciplines, this method emphasizes the material and processes of the discipline specifically. This approach is done by choosing the subjects that students need in the learning process.

2. The humanistic approach was developed by humanist education experts based on the concept of personalized education, namely Jhon Dewey (Progressive Education) and J.J. Roassean. (Romantic Education). Students are given priority in this stream. They start with the assumption that the pupil is the most important person. Every child has the ability, capacity, and strength to grow, according to this institution. Teachers must be able to establish a strong emotional and verbal connection with their pupils.

3. Technical approach. A method of creating a curriculum or educational program that begins with an examination of the ability required to perform a particular activity or organize a particular job. Using job description analysis, information to be taught, learning methodology, and evaluation criteria are determined. The learning plans and procedures are designed in such a way that they are simple, non-ambiguous, and enable to monitor and evaluate the results. Since each topic has a unique character or character, not all subjects should be able to use technological methods in developing their curricula.

4. Approach to social reconstruction. The interaction between curricula and social activities is highly appreciated in the methods of social reconstruction. The interactive school is responsible for creating this

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model curriculum. Experts in this field argue that education is a collaborative effort by a number of parties to encourage interaction and teamwork. The term "interaction" has a broad meaning, covering not only interactions between teachers and students, but also interactions among students with others, local communities, and various sources of learning from outside.

Humanistic Approach

The principle of humanistic learning sees students as unique beings who have great potential and can reach their full potential. Learning cannot the desired educational objectives if the learning process does not maneuver humans, that is, if the process of learning does not place students proportionately. As a result, each instructor not only knows the learning material well but also has a thorough understanding of each student's learning preferences.[17]

The humanistic curriculum is based on the educational flow of humanism or personality. This educational trend assumes that students are the first and most important in education from the outset. Educational activities that have the potential, ability, and capacity to develop are focused on the student. This strategy highlights learning opportunities that are tailored to the needs, interests, and abilities of each student. It aims to develop the person as a whole, including the social and affective dimensions (emotions, attitudes, sentiments, values, etc.) in addition to the physical and intellectual aspects. It shows how this strategy builds the idea that students are a comprehensive whole. This form of curriculum emphasizes more on educational processes that focus on situations and attitudes that support the teaching learning process.[18]

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[17] Ilham Putri Handayani, Tasman Hamami. "Pendekatan Humanistik Dalam Pengembangan Kurikulum PAI pada KMA 183 Tahun 2019." Tarbiyatuna: 2022. Kajian Pendidikan Islam 6, no. 2.

[18] Masykur, R. Teori dan Telaah Pengembangan Kurikulum. Lampung: Aura.

CONCLUSION

Based on research results, The curriculum is a written plan of skills to be possessed according to national standards, the materials to be studied and the learning experience to be experienced in order to attain those abilities, and the evaluation to be carried out to determine the level of achievement of the ability of the student, as well as a set of rules that relate to the student's learning experience in developing his or her potential in a particular educational unit. Technically, these organized systems are interconnected and long-lasting, or can be said to be built on a management process. The process includes the establishment of workgroups for curriculum development, needs analysis and diagnosis, objective formulation, selection and organization of materials, choice and organisation of learning experiences, and use of evaluation tools.

This humanistic education assumes that students are the first and most important in education from the outset. Educational activities that have the potential, ability, and capacity to develop are centered on the student. This strategy highlights learning opportunities that are tailored to the needs, interests, and abilities of each student. Thus, the procedure for developing the AUD curriculum with a humanistic approach is closely related to the collaborative relationship of the teacher with the student. Where the school curriculum is structured by considering the compatibility between personal development and cognitive development simultaneously. Education is not merely a component, but it nurtures the courage of the student to do something. The primary needs to be met by students are physical needs like eating, drinking, and sleeping. Other needs such as the need for security, affection, or the desire to be accepted by their group, the need to feel appreciated is a need for self-existence. So with this procedure approach the curriculum is easier to develop.

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