








The Concept of Curriculum Innovation Today

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Abstract. The mismatch between the curriculum and real-world needs necessitates innovation or curriculum changes for improvement. Therefore, this research aims to explore innovations in the curriculum to foster the development of education and learning, keeping pace with the times and aligning with expectations and standards. A qualitative approach utilizing a literature review method with reflective analysis of sources such as scientific journals, books, research reports, policy documents, conference proceedings, online media and blogs, as well as theses and dissertations, was employed. The research findings revealed that firstly, curriculum innovation is an effort to create new solutions in education based on understanding existing problems. Secondly, important foundations need to be considered in the process of curriculum innovation. Lastly, overall, curriculum innovation is a crucial step towards enhancing the quality of education. By comprehending the existing issues, effectively adopting innovations, and considering relevant foundations and principles, it is hoped that a better and more responsive curriculum can be created to meet societal developments and educational needs.

Keywords: Concept, Innovation, Curriculum.

1. Introduction

Along with the development of increasingly modern times, renewal will continue to develop. In the past, learning only used books and used blackboard media. However, in the current era learning is very easy to reach with the advancement of the times, by obtaining books online and mutated journals. This is a form of development that looks concrete.

The same applies to a curriculum. The curriculum must be updated so that it is always relevant to the times. Changes / innovations to the curriculum are needed. This is very necessary because seeing that the curriculum is a tool / instrument to achieve the expected and determined educational and learning goals(Hariyati *et al.*, 2022).

Education and learning will not be achieved optimally if the curriculum is not relevant to the demands of the times (Syamsuar and Reflianto, 2019). In the past, teachers were considered as people who knew best and the only people who had a lot of knowledge. However, such assumptions no longer exist today, because now there is an internet that can provide a lot of information and can be accessed by anyone, anytime and anywhere(Oktavian and Renny, 2016).

Curriculum innovation plays an important role in improving the effectiveness of education and learning systems. With the development of the times, the need for a curriculum that is relevant and responsive to social, economic and technological changes is increasing (Rasyidi, 2019). Curriculum innovation aims to bring more effective learning

approaches, prepare students to face future challenges, and create a more interesting and meaningful learning environment (Luailiyah, Zadal Hilmi and Sahariani, 2022).

However, there are some problems that often occur in the field related to curriculum innovation. These problems can be a challenge in implementing effective curriculum change. Some of the problems commonly encountered are:

- 1.1 Resistance from related parties: One problem that often arises is resistance or disapproval from stakeholders, such as teachers, parents or even students themselves. Some may perceive the curriculum change as an additional burden, worry that the change is too rapid, or feel unprepared to adopt a new approach to learning.
- 1.2 Mismatch between curriculum and real-world needs: Sometimes, the existing curriculum is not aligned with real-world needs or labour market demands. Curricula that are outdated or irrelevant to technological and industrial developments can reduce students' competitiveness and the usefulness of education in the real world.
- 1.3 Resource limitations: Implementing curriculum innovations often requires sufficient resources, whether in terms of budget, facilities or training for educators. These resource limitations can be a barrier to introducing more effective and integrated curriculum changes.
- 1.4 Lack of clarity in guidelines and standards: In some cases, the lack of clear guidelines or consistent standards can lead to confusion and uncertainty among educators. This can make it difficult to design and implement consistent and measurable curriculum change.
- 1.5 Stakeholder disengagement: The participation and involvement of stakeholders, such as teachers, students, parents or communities, is crucial in implementing successful curriculum innovations. Their non-involvement in the curriculum decision-making and planning process can hinder the success of such innovations (ALIAH, 2009).

According to Ritonga, (2017) in Islamic education the curriculum has a strong basis, namely the Koran which explains how important a curriculum is in the progress of education to achieve happiness in the world and the hereafter found in surah al-Qashas verse 77.

Meaning: *"And seek in that which has been bestowed upon you (the happiness) of the Hereafter and do not forget your happiness from the worldly life and do good (to others) as Allah has done good to you and do not cause corruption on the earth, surely Allah does not like those who cause corruption."*

The word of Allah above explains that the importance of knowledge and skills that we have. As creatures with knowledge, skills and good attitudes, we will be happy and not do damage on this earth (Rasyidi, 2019). Thus, the curriculum that contains the material design supported by other curriculum components must have good quality in accordance with the educational objectives of both national education and Islamic education.

The research will provide an overview of changes/innovations to a curriculum. With the aim of knowing what needs to be innovated in a curriculum so that education and learning will be more developed, keep up with the times and in accordance with what is expected and determined.

2. Methods

This research uses a qualitative method in literature study which is a research approach using text analysis and interpretation to understand and explore the meaning of library sources relevant to the research topic (Darmalaksana, 2020). This method aims to

gain a deep understanding of the topic under study, identify patterns, themes, or perspectives that emerge in the literature, and present findings descriptively and analytically.

Literature study research sources include scientific journals, books, research reports, policy documents, conferences and proceedings, online media and blogs, as well as theses and dissertations. (Sumarni *et al.*, 2023).. Qualitative methods in desk research promote reflective analysis and critical thinking of the literature under study, with analytical techniques such as coding or categorisation used to organise data and identify patterns or relationships between sources.

3. Results and Discussion

3.1 Conception of Curriculum Innovation

Indeed, an innovation is an alternative to problem solving, so the first step in developing an innovation begins with an introduction to the problem. Tashawwur to this problem is what motivates the conduct of research and development (R&D) or curriculum evaluation and improvement, which is designed to create an innovation (Surono and Ifendi, 2021). The innovation will have meaning if it is applied/adopted, because if it is not applied/adopted/disseminated then the innovation will only be a useless innovation. Centralisation and decentralisation strategies are known for this application. It is called the spread/diffusion of innovation when viewed from the side of the innovation developer. Meanwhile, the adoption of innovation is a procedure that is seen from the side of prospective users/adopters). (Ni'mawati and Zaqiah, 2020).

Innovation is carried out if the teacher truly believes that the renewal must be done and is needed. Talking about innovation (renewal) reminds us of the terms invention and discovery. Invention is the discovery of something that is completely new, meaning the result of human work. Discovery is the discovery of something (objects that actually existed before).

Thus, innovation can be interpreted as an effort to find new things by doing invention and discovery activities (efforts). In this regard, Ibrahim said that innovation is a discovery that can be in the form of ideas, goods, events, methods that are observed as something new for a person or group of people (society). Innovation is an idea, practice or object that is perceived as new by an individual or other unit of adoption. According to Prof Azis, innovation means introducing a new idea or technology, innovation is the genus of change which means change. Innovation can be in the form of ideas, processes and products in various fields.

Innovation in the form of methods can have an impact on improvement, improve the quality of education and as a new tool or way of solving problems faced in educational activities. Thus, new methods or new ways of implementing existing methods such as in the learning process can be an effort to increase the effectiveness of learning. Meanwhile, innovations in technology also need to be considered considering that many technological results can be used to improve the quality of education, such as their use for learning technology, supervision procedures and management of educational information that can improve the efficiency of educational implementation. Innovation can be the result of invention or discovery. Innovation is done with a specific purpose or to solve a problem.

Thus, curriculum innovation is a new curriculum idea or practice by adopting potential parts of the curriculum with the aim of solving problems or achieving certain goals. Innovation itself is related to the decisions taken, both accepting and rejecting the results

of innovation. Ibrahim states that the types of educational innovation decisions including curriculum innovation can be divided into four, namely:

- 3.1.1 Optional educational innovation decisions, where the choice of accepting or rejecting innovations is based on decisions determined by individuals independently without depending on or being influenced by the encouragement of other social members;
- 3.1.2 Collective educational innovation decisions, where the choice of accepting and rejecting innovations is based on decisions made jointly by agreement between members of the social system;
- 3.1.3 The authority education innovation decision, which is the choice to accept and reject innovations made by a person or group of people who have a higher position, status, authority and ability than other members in the social system;
- 3.1.4 Contingent educational innovation decisions, where the choice to accept or reject an educational innovation decision can only be made after there is a decision that precedes it.

We use curriculum all the time in our daily lives. Every minute we have tasks to do and complete. The task is always done with planning, implementation and evaluation in the hope that the results are satisfactory. One of the most significant attempts at curriculum renewal occurred during the sixties, particularly after the launch of the Soviet sputnik. The United States was very challenged and the first thing to be addressed and refined was its school curriculum. It was called the era of curriculum renewal. Curriculum renewal includes all aspects of the curriculum, such as subjects, content, teaching and learning processes, methods, better time management, and the acquisition of student learning outcomes. of course better.

In responding to a change, each school is required to play a role in the reform up to the implementation stage and determine the change in accordance with the development of the school. It often happens that schools accept a change without taking into account why they adopt it, what impact the change will have on teachers, students and the wider community. Then, the school that is used as a venue for reform is heralded as a model that will serve as an example for other schools. Therefore, it is necessary to conduct research to ascertain whether a school needs to make a change.

3.2 Curriculum Innovation Consideration Process

Curriculum is the most important part of education. Although it is not the only instrument of educational success. Because the curriculum is a major reference for education and learning in producing the success of students. Therefore, in the process of curriculum innovation should not be careless without any consideration that becomes the foundation and principles of innovation. At the time of the curriculum innovation process, at least there must be a foundation and principles that are used as a foothold. Thus, the results of curriculum innovation will increase the success rate of students in achieving the goals that have been set.

3.2.1 Foundations of Curriculum Innovation

The foundations of curriculum innovation are as follows:

- 3.2.1.1 Philosophical foundation. Education exists and is in the life of society, so what society wants to preserve and organise through education in the broadest sense. All the will possessed by society is a source of value that gives direction to

education. Thus the views and insights that exist in society are the philosophical basis for the implementation of education. Philosophy may be defined as a study of the nature of reality, the nature of science, the nature of the value system of goodness, the nature of beauty and the nature of the mind.

- 3.2.1.2 Socio-cultural foundation. The socio-cultural realities that exist in society are material for the study of curriculum innovation to be used as a foundation. Society as a group of individuals organised themselves into different groups. Society as a group of individuals has an influence on individuals and vice versa individuals to some extent also have an influence on society. The socio-cultural values of society originate from the work of human intellect, so that in accepting, disseminating, preserving or releasing them humans use their intellect. Religious values are closely related to people's belief in the teachings and values of their religion. Therefore, socio-cultural values are more temporary when compared to religious values. Therefore, it is clear that curriculum innovation must be based on these socio-cultural values.
- 3.2.1.3 The foundation of knowledge, technology and art. Education is an effort to prepare students to face a living environment that is experiencing increasingly rapid changes. Changes in society include the values agreed upon by the community, while the values that have been agreed upon by the community can also be referred to as culture. Science and technology are values that originate from the mind or logic, while art originates from feelings or aesthetics. Given that education is an effort to prepare students to face increasingly rapid changes, including changes in science, technology and art, curriculum innovation must be based on science, technology and art.
- 3.2.1.4 The foundation of community needs. Curriculum innovation should also emphasise individual development that includes links with the local social environment, because in essence curriculum development is the needs of the community that are served through the curriculum developed.
- 3.2.1.5 The foundation of societal development. The main characteristic of society is that it is always evolving. This development can be slow or fast or even very fast. Science and technology strongly support the development of society and the needs of society will help determine the development carried out. The development of society will demand the availability of an educational process that is in accordance with the development of society, it is necessary to design a curriculum whose foundation is the development of society itself. (Ananda and Amiruddin, 2017).

3.2.2 Principles of Curriculum Innovation

Next are the principles that should be applied in curriculum innovation:

- 3.2.2.1 Principle of relevance. Relevance means that the components of curriculum objectives, content/learning experiences, organisation and evaluation are compatible with the needs of society, both in terms of fulfilling the workforce and idealised citizens, including the delivery and evaluation processes.
- 3.2.2.2 The principle of continuity. The principle of continuity or continuity requires curriculum innovation that is vertically sustainable and horizontally sustainable. Vertically between one level of education with a higher level of education developed curriculum on an ongoing basis without any distance between them,

from learning objectives to national education goals are also sustainable, as well as others. Meanwhile, horizontal sustainability means that curriculum innovation at the same level of education and level/class is not discontinuous. (Fatimah, 2021).

- 3.2.2.3 The principle of flexibility. Curriculum innovators must realise that the curriculum must be able to be adapted to local situations and conditions and the ever-evolving times without overhauling the educational goals that must be achieved.
- 3.2.2.4 Goal-orientated principle. Curriculum objectives contain aspects of knowledge, skills, attitudes and values, which in turn foster changes in the behaviour of learners that cover these three aspects and are related to the aspects contained in the educational objectives.
- 3.2.2.5 Principles of efficiency and effectiveness. Curriculum innovation must consider the efficient use of funds, time, energy and available resources in order to achieve optimal results. Limited funds must be used in such a way as to support the implementation of learning. The time available for students to learn at school is also limited and must be utilised appropriately in accordance with the subjects and learning materials required.
- 3.2.2.6 The principle of balance. With this balance, it is hoped that there will be a complete and comprehensive blend, with each contributing to personal development.
- 3.2.2.7 The principle of integration. With this integration, it is hoped that a round and complete person will be formed. In addition, integration is also implemented in the learning process, both in the interaction between students and teachers and between theory and practice.
- 3.2.2.8 Quality principle. Quality education is determined by the degree of quality of teachers, learning activities, quality equipment / media (Ananda, Amiruddin and Rifa'i, 2017)..

3.2.3 Elements of Curriculum Innovation

There is no definitive benchmark for the elements of curriculum innovation. This element is made depending on the weaknesses of an existing curriculum, and the aim is to improve the previous curriculum. Such is the case with the curriculum change policy in Indonesia. The elements that underlie curriculum change/innovation in Indonesia include: graduated competency standards (SKL), content standards (SI), process standards and assessment standards.

The element of change in the graduate competency standards in K-13 is the improvement and balance between soft skills and hard skills which include aspects of attitude, skills and knowledge.

Elements of changes in content standards in KTSP 2006, where competencies are derived from subjects, have changed to subjects derived from competencies in K-13.

Elements of changes in process standards in the 2013 curriculum are: (1) Process standards that originally focused on exploration, elaboration, and confirmation are complemented by observing, questioning, processing, reasoning, presenting, concluding, and creating, (2) learning does not only occur in the classroom, but also in the school and

community environment, (3) teachers are not the only source of learning, and (4) attitudes are not taught verbally, but through examples and role models.

Elements of changes in assessment standards in the 2013 curriculum are: (1) competency-based assessment, (2) a shift from assessment through tests that measure knowledge competencies based on results alone to authentic assessment that measures all attitudes, skills, and knowledge competencies based on processes and results, (3) strengthening benchmark reference assessment (PAP), namely the achievement of learning outcomes based on the position of the score obtained by students against the ideal score (maximum), (4) assessment not only at the level of basic competencies, but also core competencies and graduate competency standards, and (5) encouraging the use of portfolios made by students as the main instrument of assessment.

The development of the 2013 curriculum was carried out in an effort to improve the quality of education to produce graduates who are creative, innovative and able to face life in the future (have competitiveness). Efforts to improve the quality of learning are also made by the government by implementing several regulations, for example Permenpan No. 16 of 2009 concerning Functional Position of Teachers and Credit Score (Ananda, Amiruddin and Rifa'i, 2017)..

There are three important elements in the 2022 curriculum, as revealed by the Minister of Education, Culture, Research and Technology (Mendikbudristek) Nadiem Makarim, namely:

- 3.2.3.1 Competency-based, i.e. knowledge, skills and attitudes are integrated into a continuous process that builds complete competence;
- 3.2.3.2 Flexible learning, organising learning outcomes in phases (2-3 years per phase), so that learners have the opportunity to learn according to their level of achievement, needs, pace and learning style.
- 3.2.3.3 Pancasila Character, meaning that there is a synergy between daily routine learning activities in the classroom with interdisciplinary non-routine activities (projects) oriented towards character building and strengthening based on the Pancasila Student Profile framework.

3.3 Curriculum Innovation Development Procedure

In curriculum improvement is usually only about one or several aspects of the curriculum, for example teaching methods, teaching aids, textbooks while still using the applicable curriculum. but before changing or improving it should be held an assessment of the curriculum that is being run. The implementation of curriculum innovation cannot be separated from the implementation of the innovation itself. Judging from that, curriculum innovation is divided into two types:

3.3.1 Top-down Innovation

These innovations are deliberately created by superiors in an effort to improve the quality of education or equalisation of educational opportunities, or as an effort to improve efficiency and so on.

3.3.2 Buttom-up Innovation

Curriculum innovation is based on ideas, creative thinking, school, teacher or community initiatives. This type is rarely done in Indonesia because the existing education system tends to be centralised. According to Cece Wijaya, et al that the innovation process has several stages, namely invention, development, diffusion and adoption.

- 3.3.2.1 Invention involves new discoveries that are usually adaptations of what already exists. In practice, it is often the case that curriculum and learning innovations represent a very different outcome to what was happening before.
- 3.3.2.2 Development, which is a process before going into a larger scale.
- 3.3.2.3 Diffusion is a special type of communication that deals with new ideas. As stated by Rogers, diffusion is the process by which innovations are communicated through certain channels continuously among members of the social system.
- 3.3.2.4 Adoption. In this stage, there are several important elements to consider, including: time acceptance, type of update, adopting unit, communication channels, social structure, and culture. (Julaeha et al., 2021).

According to Marisa, (2021) in curriculum development, there are two main factors that influence curriculum development in Indonesia, namely:

3.3.3 Political Change

As it happens, the development of the curriculum is also related to the change of cabinet. In the 1947 lesson plan curriculum that in the early era of independence was influenced by the enthusiasm of the spirit that was so great related to the Dutch colonial model. Meanwhile, in the 1964 curriculum that this was reinforced by the existence of political doctrines related to the government during the old order known as guided democracy. However, what happened was that this contradicted the newly emerged 1968 curriculum and resulted in the emergence of thoughts that were determined to improve the situation and conditions of the country after the 30 SPKI movement.

3.3.4 Community Development

Related to the needs of national development, as it happens that the curriculum in its development is always revising this is due to the conditions of society in its planning to respond to the times will continue to make the latest innovations. The New Order period, of course, the curriculum underwent periodic improvements. So that at that time it was not so big a revision of the updated curriculum, this is because the preparation is more than how to improve the existing structure. It is also intended for as national development planning contained in the Outlines of State Policy or GBHN.

Thus, it can be concluded that the curriculum development that occurred was relatively more orderly. This happened because the political situation tended to be stable during the authoritarian leadership of President Soeharto. Then, related to the 1975 curriculum that the curriculum is oriented towards the general objectives and specific objectives of education, this is related to the subject matter and sub subject matter. Furthermore, in the 1984 curriculum that the curriculum is more essentially emphasised and the 1994 curriculum learning objectives are intended more to elaborate the teacher's work program. In addition, there are four elements related to instructional activities. Firstly, identifying the meaning and purpose of education. Secondly, selecting experiences related to the learning process that are relevant in accordance with the expectations of achieving educational goals. Third, managing the learning process systematically by making new innovations. Fourth, evaluating the learning process that has been implemented.

In fact, there is a thought for educational actors, especially educators, where the curriculum is always changing, this is influenced by political demands that have a contribution in developing the curriculum without considering everything. Therefore, the current curriculum is always associated with how leaders who fully control the political situation. However, this does not mean that the government is free to set policies. This is because the

curriculum is used as a political education. In a state of law, that is related to what the curriculum policy is associated with as part of the constitution. Therefore, that curriculum innovation needs to pay attention as the applicable constitution related to legislation in Indonesia.

4. Conclusions

Curriculum innovation can be defined as the development of new curriculum concepts or practices with the aim of solving problems or achieving specific goals. Before innovating the curriculum, it is important to consider the foundations and principles that underpin it. The foundations of curriculum innovation include philosophical, socio-cultural, knowledge, technology, art, and community needs and developments. The principles of curriculum innovation include relevance, continuity, flexibility, goal-orientation, and efficiency and effectiveness. By paying attention to these foundations and principles, curriculum innovation can be designed appropriately to improve the success of education and learning.

Curriculum innovation is a new solution in education that requires adoption and decision-making based on an understanding of the problem at hand. In the process, the philosophical, socio-cultural, knowledge, technology, art, societal needs and developmental foundations of society are referenced, while the principles of relevance, continuity, flexibility, goal-orientation, and efficiency and effectiveness are applied. By following these steps, curriculum innovation can achieve improvements in the quality of education and better respond to the needs and developments of society.

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