



Curriculum Development for the Subject of “Jadi Pendamping Adik” in Grade X of Senior High School

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ABSTRAK

Kurikulum merupakan salah satu komponen pendidikan yang memiliki peran penting dalam menentukan kualitas pendidikan. Oleh sebab itu, pengembangan kurikulum sangat penting dilakukan. Penelitian ini bertujuan untuk mengembangkan kurikulum mata pelajaran “Jadi Pendamping Adik” di kelas X SMA. Penelitian ini merupakan penelitian dan pengembangan (RnD) yang menggunakan model Dick and Carrey sebagai prosedur pengembangan kurikulum. Langkah-langkah pengembangan kurikulum adalah: mengidentifikasi tujuan pembelajaran/hasil pembelajaran, melakukan analisis pembelajaran, menganalisis karakteristik siswa dan konteks pembelajaran, menulis tujuan pembelajaran tertentu, mengembangkan instrumen penilaian, mengembangkan strategi pembelajaran, memilih dan mengembangkan bahan ajar, melakukan evaluasi formatif dan revisi. Pengumpulan data dilakukan dengan menggunakan instrumen berupa kuesioner penilaian ahli. Analisis kelayakan data dari ahli menggunakan analisis data deskriptif kualitatif dan kuantitatif. Hasil analisis kelayakan dari ahli desain pembelajaran, persentase tingkat ketercapaian adalah 92,5% dengan kualifikasi sangat baik dan layak untuk digunakan dengan revisi sesuai kebutuhan. Hasil analisis kelayakan dari masing-masing ahli materi adalah 90% dan 92,5% dengan kualifikasi sangat baik dan layak digunakan dengan revisi sesuai kebutuhan. Pengembangan kurikulum mata pelajaran “Jadi Pendamping Adik” di kelas X SMA layak untuk dijadikan pedoman dalam pembelajaran. Berdasarkan penilaian kelayakan oleh ahli desain pembelajaran dan ahli materi, kurikulum yang dikembangkan layak digunakan untuk pembelajaran dengan harapan dapat meningkatkan kualitas pembelajaran.

ABSTRACT

The curriculum is one component of education that has an important role in determining the quality of education. Therefore, curriculum development is very important. This study aims to develop a curriculum for the subject of “Jadi Pendamping Adik” in grade X of Senior High School. This study was a research and development (RnD) that uses the Dick and Carrey model as a curriculum development procedure. The steps of curriculum development namely: identifying learning objectives/learning outcomes; conducting learning analysis; analyzing student characteristics and learning contexts; writing specific learning objectives; developing assessment instruments; developing learning strategies; selecting and developing teaching materials; conducting formative evaluations and revisions. Data were collected by an instrument in the form of an expert assessment questionnaire. Analysis of the feasibility of data from experts using qualitative and quantitative descriptive data analysis. The results of the feasibility analysis from learning design experts, the percentage of achievement level is 92.5% with very good qualifications and is suitable for use with revisions as needed. The results of the feasibility analysis from each material expert are 90% and 92.5% with very good qualifications and are suitable for use with revisions as needed. The development of the curriculum for the subject of “Jadi Pendamping Adik” in grade X of Senior High School is worthy of being used as a guide in learning. Based on the feasibility assessment by instructional design expert and material expert, the development of a curriculum is suitable for learning in the hope that it can improve the quality of learning.

1. INTRODUCTION

The curriculum is an important component in the education provided for students (Kholik, 2019; Shawer, 2017; Wahyuningsih & Afandi, 2020). The curriculum is provided for students, which is a set of plans and arrangements regarding the content and learning material that are used as guidelines for implementing teaching and learning activities (Aprilia, 2020; Oemar, 2011; Ten Cate et al., 2018). This is based on that learning activities require a plan to improve the development and growth of students. The curriculum, on the one hand, can be macro in nature, which includes all designs such as: basic and curriculum structure, subject distribution, learning program outline, annual / semester programs, course

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units or lecture program units, media development plans, resources and evaluation tools (Azis, 2018; Tronsmo & Nerland, 2018). On the other hand, the curriculum also deals with micro matters, namely the design and specific learning guidelines, for example a syllabus or outline of a particular learning program (Adriantoni & Syafrudin, 2016; Huda, 2017). This is as stated that the curriculum can be understood as a pedagogical engineering in its application to a particular learning activity (Achruh, 2019; Fajri, 2019; Uno et al., 2017). In this sense, the curriculum is related to subjects, namely the subject curriculum as a guidelines of learning activities for certain subjects to achieve educational goal. In general, the curriculum structure includes four main components, namely learning objective, learning material, teaching and learning processes and evaluation. In this regard, Law Number 20 of 2003 emphasizes that the curriculum is a set of plans as a guideline for implementing learning activities with the main components namely objectives, content / material, teaching and learning activity and evaluation (Adriantoni & Syafrudin, 2016; Mukhlisin & Wibowo, 2018).

The subject curriculum contains a meaning as a guidelines of learning activities for certain subjects and contains components in the form of: learning objectives to be achieved, content/ material, learning strategy and learning evaluation. Development is an activity that produces a tool or a way of revising something that already exists to be better and is considered good for use. In this regard, development is the process of translating the design specifications into physical form (Richey & Seels, 1994; Septiani & Putra, 2020). Development is the process of translating design specifications into physical form. Development means something that is planned or designed, then made in physical form, which can be used. A more systematic point was stated that development is an activity that refers to five categories, including: (1) analyzing the needs and conditions that occur related to learning, (2) designing a set of specifications for an effective, efficient and appropriate learning environment, (3) developing the design of the learning environment specification or material, (4) implementing the learning environment or material that have been developed and (5) conducting formative and summative evaluation of the development result (Gustafson & Branch, 2002; Shofiyah, 2018).

There are previous research that developed a curriculum for mathematics subject on geometry in class VIII (Miyazaki et al., 2019). The step of this development research is identifying problems or gap that students find difficult to apply mathematical abilities in everyday life. Then, design learning mathematics subject with an explorative proving strategy. Furthermore, a mathematics curriculum on geometry material with an exploratory proving strategy was developed, including components: objectives / competencies to be achieved, modified learning material, learning activity steps and learning outcome test. At the evaluation stage, the subject curriculum has an impact on increasing students' knowledge and abilities. This means that the development of a subject curriculum is the process of making a guideline for learning subjects. Subject curriculum as a learning guidelines, includes components: learning objectives to be achieved, learning material, learning activity, learning method, learning resource, learning media, and evaluation of learning outcome. This process is carried out systematically, with steps, so that it becomes an adequate and useful learning guide for improving the expected quality of learning. Related to this findings, the development of a systematic subject learning curriculum is adapted in what is known as an instructional development system model (Sundayana, 2017). Development with an instructional system design model has important principles in terms of analyzing, producing and improving the desired learning so that learning is good and adequate. The main thing in the design of an instructional system to develop a subject learning curriculum is to analyze, design, develop, implement and evaluate properly so that it is adequate (Burggraff, 2015). In this regard, referring to the instructional development system model, several models of curriculum development include the ADDIE instructional development system model, the Instructional Development Model (MPI), the instructional development procedure model (PPSI), the ASSURE model and the Dick and Carrey instructional development system model. Curriculum development for subjects with the ADDIE model consists of steps, namely: Analysis, Design, Development, Implementation and Evaluation (Branch, 2009).

"Jadi Pendamping Adik", which is used as a subject in class X by Sint Peter Catholic High School in Ende, referring to the "Jadi Pendamping Adik" program initiated by the Catholic Church of the Archdiocese of Ende in 2016. By the Sint Peter Catholic High School in Ende, the subject of "Jadi Pendamping Adik" has an orientation in which grade X students (high school Catholic teenagers) can become 'small teachers', which is with simple knowledge and methods / techniques, can perform skills as a younger sibling companion in the form of: guide events, discover & convey scripture text messages, tell stories and guide song- games for Catholic faith assistance activities (Younger sibling refers to a group named "sekami", which is means a group of 3- 6 grade elementary school children who are happy to gather for 1-2 hours on Sundays for Catholic faith assistance activities). In connection with the life of the Catholic faith, a curriculum for Catholic religious' subjects has indeed been held in class X. However, based on an interview with Catholic religion subject teacher in class X, while comparing the syllabus of Catholic religion subject

to class X with the intention of "Jadi Pendamping Adik" subject class X, it can be seen that the curriculum for class X Catholic religious subject is more aimed at: (a) students become individual who are responsible for building their life of faith in God Almighty, (b) students are directed to understand Catholic faith for themselves and their lives and (c) students learn introduction and general knowledge of the scripture.

This is different from the intention of holding the subject of "Jadi Pendamping Adik" in class X, which is more directed at students being able to do skills as a younger sibling companion for Catholic faith assistance activities, namely guiding events, discovering & conveying scripture text message, telling story and guiding song- games. In connection with this, several previous studies, including: research namely developing teaching materials & producing handbooks for Catholic religion teachers as a companion of Catholic faith assistance for elementary school children on Sundays, at the Catholic Church of St. Yoseph Tebing Tinggi (Sitompul, 2016); research that developing teaching materials & producing modules, guidelines and manuals for Catholic faith assistance activities for elementary school children on Sundays at Catholic Church of St. Yosef Meraban, in Ketapang Diocese (More et al., 2019). Some of these studies are different from this research, because the research by this researcher is to develop a curriculum for the subject of "Jadi Pendamping Adik" subject in Class X, which directs students to achieve the ability / skills for doing Catholic faith assistance activities. This study aims to develop a curriculum for the subject of "Jadi Pendamping Adik" in class X according to development procedures so that it can become a good and adequate subject curriculum or learning guidelines. The development of the curriculum for the subject of "Jadi Pendamping Adik" in class X is useful for improving the quality of learning and creating a meaningful learning experience.

2. METHODS

This research is a research and development with the Dick and Carrey instructional development system model. The Dick and Carrey instructional development system model is a valid process for conducting research, designing, developing and producing the required learning curriculum with clear and regular development steps (Dick et al., 2015; Sitompul, 2016). This research was conducted at Sint Peter Catholic Senior High School, in Ende Regency, the province of East Nusa Tenggara. The flow of curriculum development for the subject of "Jadi Pendamping Adik" in class X is identifying instructional goal/ learning outcome, conducting instructional analysis, analyzing student characteristics and learning context, writing specific learning objectives, developing assessment instrument, developing instructional strategy, selecting and developing instructional material, conducting formative evaluation and revision. The subject curriculum which was developed, is in the form of an arrangement: subject description, subject identity, instructional goal / learning outcome, student's characteristic and learning context, specific learning objectives, learning program outline, criterion referenced test/ formative tests, instructional strategy and descriptions of learning material of "Jadi Pendamping Adik" subject in class X.

This development research is only up to the feasibility assessment step by the expert to assess the feasibility of the subject curriculum. The expert is consisting of: 1 instructional design expert and 2 material or subject matter experts. Instructional design expert is expert in learning design and material expert is expert/ figure at Sint Peter Catholic Senior High School in Ende, as the organizer of the "Jadi Pendamping Adik" course in class X. The purpose of instructional design expert and material expert is to assess the feasibility of the subject curriculum from the material aspect by material expert and the instructional design aspect by instructional design expert (Atwi, 2014; Dick et al., 2015). The instrument of feasibility testing for instructional design expert and material expert is a questionnaire in the form of a numeric rating scale. The questionnaire in the form of a numeric rating scale is a collection of structured written statements/ questions. which was answered by a group of research respondents (Atwi, 2014; Widoyoko, 2012).

The assessment of the feasibility of instructional design expert and material expert was analyzed by qualitative descriptive analysis techniques and quantitative descriptive analysis techniques. The qualitative descriptive analysis technique is carried out by grouping information from qualitative data such as comments dan improvements contained in the questionnaire (Sugiyono, 2011; Tegeh et al., 2014). In order to provide meaning in decision making for the developed curriculum, the provisions are presented Table 1.

Table 1. Conversion Level of Achievement of Review Results

Level	Qualification	Qualification Description
90% - 100%	Very Good	Need not be revised
75% - 89%	Good	Revised as necessary

Level	Qualification	Qualification Description
65% - 74%	Enough	Quite a number of revisions
55% - 64%	Less	Much Revised
0- 54%	Very Less	Revised total

3. RESULT AND DISCUSSION

Results

The curriculum development procedure for the subject of "Jadi Pendamping Adik" in class X refers to the Dick and Carrey instructional development system model with the following steps: identifying instructional goal / learning outcome, conducting instructional analysis, analyzing student characteristics and learning context, writing specific learning objectives, developing assessment instrument, developing instructional strategy, selecting and developing instructional material, conducting formative evaluation and revision.

Identifying Instructional Goal, Instructional objectives / learning outcome at the end of the whole lesson in the subject of "Jadi Pendamping Adik" class X, identified through the steps: needs analysis and determining instructional goal / learning outcome. From the needs analysis step, through interviews with the headmaster, vice principal of the curriculum field and teacher, it was found that: (a) with the subject "Jadi Pendamping Adik" in class X, students want to achieve skills / abilities as a younger sibling companion, namely: guiding events, discovering & conveying scripture text messages, telling stories and guiding song- games for Catholic faith assistance, (b) students learn simple knowledge and methods / techniques regarding guiding events, discovering & conveying scripture text messages, telling stories and guiding song-games and students doing practice in learning, and (c) the subject of "Jadi Pendamping Adik" has a different orientation from Catholic religious subjects class X so a subject curriculum is needed as an adequate learning guide to facilitate students attain the intended skills / abilities. From the needs analysis step, the instructional goal / learning outcome of the "Jadi Pendamping Adik" subject in class X were determined, which contained the following elements: (a) the learner / who was learning, (b) what the student would be able to do, (c) the context in which the learner uses the ability and (d) what / who is available to the learner in the context that the ability is used. Instructional goal / learning outcome in the subject of "Jadi Pendamping Adik" class X, namely: "After participating in the "Jadi Pendamping Adik" subject, grade X students will be able to do skills as a younger sibling companion for Catholic faith assistance activities".

Conducting Instructional Analysis, based on instructional analysis, in order to be able to achieve instructional goal / learning outcome in the subject of "Jadi Pendamping Adik", students must achieve several competencies. This instructional analysis resulted in 12 mapped competencies, in which students should first reach one competency then reach the next competency and in order must have one ability to perform the next ability, to achieve instructional goals / learning outcomes. **Analyzing of Student Characteristics and Learning Context**, This analysis was conducted to determine the characteristics of class X students and the context of the Sint Peter Catholic Senior High School in Ende. This analysis refers to the results of interviews with the vice principal of the curriculum field and teacher and observations made by researchers. The characteristics of class X students that were explored included: (a) general description (age, gender, number, language used), (b) knowledge & skills related to skills as a younger sibling companion for Catholic faith assistance activities, (c) students' abilities (ability to think, speak, abilities related to Catholic spirituality), and (d) learning tendencies. The description of the school context that was explored included: (a) a description of teaching and learning activities, (b) related teacher held the subject of "Jadi Pendamping Adik", (c) media / learning resources that are generally used and (d) available facilities. The step of analyzing student characteristics and the learning context is important to support the design of an appropriate instructional strategy for the "Jadi Pendamping Adik" subject in class X.

Writing Specific Learning Objectives, Specific learning objectives that are formulated refer to: (1) instructional objectives / learning outcomes and several competencies from the instructional analysis step, (2) paying attention to the results of interviews and (3) explore some library sources. The specific learning objectives for the "Jadi Pendamping Adik" subject in class X contain the following elements: the circumstances in which the ability is displayed, the abilities learned and the criteria for a successful ability. In other words, the learning objectives are formulated by paying attention to the elements: audience (students / learners), behavior (which can be done by students after learning), conditions (conditions / states of behavior that are observed) and degree (the size of students doing these behaviors).

Developing Assessment Instrument, referring to specific learning objectives, the researcher developed an assessment instrument. Based on the specific learning objectives, the instrument for assessing the subject of "Jadi Pendamping Adik" consists of an assessment of knowledge aspects and skills aspects. The tool for assessing "Jadi Pendamping Adik" subject that was developed was a criterion referenced assessment to measure students' mastery of existing learning objectives to achieve instructional goals / learning outcomes. The criterion referenced assessment tool for "Jadi Pendamping Adik" subject is criterion referenced test or formative test. The type of criterion referenced test or formative test is a written test in the form of an objective test (multiple choice) to measure student knowledge and a practical test to measure student skills, which is assessed through teacher observation using a check list combined with the value scale.

Developing Instructional Strategy, instructional strategy is a means used to achieve instructional goals. The results of the instructional strategy were developed in the form of: (a) an outline of the learning program for "Jadi Pendamping Adik" subject in class X, including the composition of: specific learning objectives, learning materials, methods, media, composition, time allocation, and literature, (b) strategy instructional which includes the composition of: specific learning objectives, subject matter, the sequence of learning activities (initial stage of learning activities/pre-instructional activities or introduction, content presentation, learner participation or exercises, summaries, assessment or test, follow-through activities), methods, media and time estimation. In developing instructional strategy, researchers also pay attention to several things that are obtained from the needs analysis step, in the form of: (a) students should be given an explanation of the learning material and shown related to technical skills. Furthermore, students formulate what they understand and carry out practices, (b) methods that should be used in the form of: lectures, questions and answers, demonstrations, role-play, exercises, group task (c) Powerpoint material generally helps teacher & students in learning and (d) time allocation of face-to-face hours effectively in 1 academic year.

Selecting & Developing Instructional Material, the instructional materials developed are in the form of a description of the "Jadi Pendamping Adik" subject matter in class X. The material description includes a description of topics and sub-topics that refer to specific learning objectives. The description of the "Jadi Pendamping Adik" subject matter in class X was developed by researchers by exploring library sources and also referring to the results of interviews in the previous needs analysis step that students learn simple knowledge and methods / techniques in terms of ability as a companion to younger siblings and easy material for understood, adjusted to the characteristics of students and according to the availability of learning time. **Conducting a Formative Evaluation**, The curriculum of the "Jadi Pendamping Adik" subject in class X is assessed for its feasibility in one-on-one evaluation by experts (one to one evaluation by experts). The experts consist of: 1 instructional design expert and 2 material experts. The purpose of the formative evaluation of instructional design expert and material expert is to assess the appropriateness of the curriculum of the "Jadi Pendamping Adik" subject in class X from the material aspect by material expert and the instructional design aspect by instructional design expert.

Revision, Based on the results of the instructional design expert feasibility assessment, the percentage of the achievement level of the instructional design expert's feasibility assessment is 92.5%. This result refers to the conversion level of achievement of the review results in table 1, which is at the percentage level with very good qualifications and is suitable for use in learning with some necessary revisions. The results of the recapitulation of several aspects of the assessment of curriculum feasibility by instructional design expert are as follows: aspects of identity of the subject 86.66%, good qualifications, aspects of clarity of instructional goal 95%, very good qualifications, aspects of the relevance of tests with instructional goal 100%, very good qualifications, aspects relevance of instructional strategy with instructional goal 93.33%, very good qualifications, aspects of the relevance of instructional materials to the test and instructional goal, 86.66%, good qualifications, 100% language aspects, very good qualifications and 80% technical quality aspects, good qualifications. Based on the recapitulation of the eligibility results of instructional design expert, the curriculum development for the subject of "Jadi Pendamping Adik" in class X, from the aspects of identity of the subject, clarity of instructional goal, relevance of tests to instructional goal, relevance of instructional strategy to instructional goal, relevance of instructional materials to instructional test and instructional goal and language- technical quality, appropriate / good to be used in learning.

Based on the results of the first material expert's eligibility assessment, the percentage level of achievement of the feasibility assessment is 90%. This result refers to the conversion level of achievement of the review results in table 1, which is at the percentage level with very good qualifications and is suitable for use in learning with some necessary revisions. The results of the recapitulation of several aspects of the assessment of curriculum feasibility by material expert (I) are as follows: aspects of suitability of learning objectives 92.5%, very good qualifications, aspects of the description of the material

presented are 88.33%, good qualifications, aspects of conformity of criterion referenced test or formative test 80%, good qualification, aspects of language 100%, very good qualification. Based on the recapitulation of the results of the eligibility of material expert (I), the curriculum development for the subject of "Jadi Pendamping Adik" in class X, from the aspect of the suitability of learning objectives, the description of the material presented, the suitability of criterion referenced test or formative test and language, is appropriate / good for use in learning.

Based on the results of the material expert feasibility assessment (II), the percentage level of achievement of the feasibility assessment is 92.5%. This result refers to the conversion level of achievement of the review results in table 1, which is at the percentage level with very good qualifications and is suitable for use in learning with some necessary revisions. The results of the recapitulation of several aspects of the assessment of the feasibility of the curriculum by material expert (II) are as follows: aspects of suitability of Learning Objectives 95%, very good qualifications, aspects of the description of the material presented 91.66%, very good qualifications, aspects of conformity of criterion referenced test/ formative 80%, good qualification, aspects of language 100%, very good qualification. Based on the summary of the results of the eligibility of material expert (II), the curriculum development for the subject of "Jadi Pendamping Adik" in class X, from the aspect of the suitability of learning objectives, the description of the material presented, the suitability of the criterion referenced test/ formative and language, is appropriate / good for use in learning.

Discussion

Several previous studies related to this research, including: first, research on developing discipleship curriculum: applying the systems approach model for designing instruction by Dick and Carey to the construction of church discipleship courses, the results of this study is a discipleship training curriculum for catholic youth and adults who want to learn church documents & the scripture (Burggraff, 2015); Second, research about the GKPB Sunday School Assistance Program (Protestant Christian Church in Bali), the results of this study are training for teachers (Rimpiati et al., 2017). This is in the context of the faith assistance activities for children of Protestant Christian Sunday School; Third, research on training and workshop to become a Master of Ceremony (MC) at the Pasundan Christian church in Purwakarta, the results of this study are training for church activists to become a Master of Ceremony for Christian faith assistance in the Pasundan Christian Church in Purwakarta (Ginting, 2017).

Comparing with several previous studies, the novelty of development research by researchers, including: (a) previous research generally about making training to achieve abilities /competencies is used in the context of faith assistance activities. Meanwhile, research by researchers is also to achieve abilities / competencies that will be used in the context of faith assistance activities, but it is related to curriculum development for subject in schools; (b) Previous studies have produced training curriculum in which the ability to be achieved, including: exploring the message of the Scripture & Church documents (Burggraff, 2015), understanding the character of the children, being creative & making game-visuals (Rimpiati et al., 2017), and guiding the event (Ginting, 2017). Meanwhile, research by researchers produces a curriculum of subject in which the abilities to be achieved are in the form of: guiding events, discovering & conveying scripture text message, telling stories and guiding song-games; (c) previous studies resulted in trainings for adults/ teachers/ church activists. Meanwhile, the research by the researchers produced a subject curriculum for grade X students / Catholic adolescents at senior high school level.

The curriculum is an important component in the education provided for students (Kholik, 2019; Shawer, 2017; Wahyuningsih & Afandi, 2020). The curriculum is provided for students, which is a set of plans and arrangements regarding the content and learning material that are used as guidelines for implementing teaching and learning activities (Aprilia, 2020; Oemar, 2011; Ten Cate et al., 2018). This is based on that learning activities require a plan to improve the development and growth of students. The curriculum, on the one hand, can be macro in nature, which includes all designs such as: basic and curriculum structure, subject distribution, learning program outline, annual / semester programs, course units or lecture program units, media development plans, resources and evaluation tools (Azis, 2018; Tronsmo & Nerland, 2018). On the other hand, the curriculum also deals with micro matters, namely the design and specific learning guidelines, for example a syllabus or outline of a particular learning program (Adriantoni & Syafrudin, 2016; Huda, 2017). This is as stated that the curriculum can be understood as a pedagogical engineering in its application to a particular learning activity (Achruh, 2019; Fajri, 2019; Uno et al., 2017). In this sense, the curriculum is related to subjects, namely the subject curriculum as a guidelines of learning activities for certain subjects to achieve educational goal. In general, the curriculum structure includes four main components, namely learning objective, learning material, teaching and learning processes and evaluation. In this regard, Law Number 20 of 2003 emphasizes that the curriculum

is a set of plans as a guideline for implementing learning activities with the main components namely objectives, content / material, teaching and learning activity and evaluation (Adriantoni & Syafrudin, 2016; Mukhlisin & Wibowo, 2018).

The subject curriculum contains a meaning as a guidelines of learning activities for certain subjects and contains components in the form of: learning objectives to be achieved, content/ material, learning strategy and learning evaluation. Development is an activity that produces a tool or a way of revising something that already exists to be better and is considered good for use. In this regard, development is the process of translating the design specifications into physical form (Richey & Seels, 1994; Septiani & Putra, 2020). Development is the process of translating design specifications into physical form. Development means something that is planned or designed, then made in physical form, which can be used. A more systematic point was stated that development is an activity that refers to five categories, including: (1) analyzing the needs and conditions that occur related to learning, (2) designing a set of specifications for an effective, efficient and appropriate learning environment, (3) developing the design of the learning environment specification or material, (4) implementing the learning environment or material that have been developed and (5) conducting formative and summative evaluation of the development result (Gustafson & Branch., 2002; Shofiyah, 2018).

4. CONCLUSION

The curriculum development for the subject of "Jadi Pendamping Adik" in class X is the development of learning guidelines for the subject, which includes: learning objective, content / learning material, learning strategy and evaluation of learning outcome. Referring to the instructional system development model, the curriculum development for the subject of "Jadi Pendamping Adik" in class X is a development process with the following steps: identifying instructional goal/ learning outcome, conducting instructional analysis, analyzing student characteristics and context, writing specific learning objectives, developing assessment instruments, developing instructional strategy, selecting and developing instructional materials, conducting formative evaluations and revisions. The results of the assessment of the feasibility of the curriculum for the subject of "Jadi Pendamping Adik" in class X by instructional design expert is the percentage of achievement level of 92.5%, with very good qualifications and some necessary revisions, by material expert (I) the percentage of achievement level is 90%, with very qualifications good and some necessary revisions, as well as by material expert (II) the percentage level of achievement is 92.5%. with very good qualifications and some necessary revisions. Based on the feasibility assessment by instructional design expert and material expert, the development of a curriculum for the subject of "Jadi Pendamping Adik" in class X is suitable for learning in the hope that it can improve the quality of learning.

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