



THE PROCESS OF CURRICULUM INNOVATION: DIMENSIONS, MODELS, STAGES, AND AFFECTING FACTORS

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Abstract

This article aims to explain the dimensions, models, stages, and affecting factors in the curriculum innovation process. Curriculum becomes very important in educational institutions because the curriculum is the "heart" of education. This research uses a descriptive qualitative approach with library research methods, using synthesis and content analysis. The results showed that the curriculum is a set of tools to achieve a goal, ranging from planning, and implementation to evaluation. Innovation or curriculum renewal needs to be done because education practitioners must adjust to the development of a society that is always changing and continues to grow. Innovations appear to answer critical issues in education. There are two models of innovation processes: the individual and the organizational models. Affecting factors in the curriculum innovation process are the vision-mission of education, population growth, the development of science-technology, and the relevant educational demands. Innovation must be the result of original and creative thinking. The application of innovation must be efficient, easy to use, and serves comfort for students, teachers, and practitioners of education.

Keywords: curriculum innovation, affecting factors, models of innovation.

Abstrak

Artikel ini bertujuan untuk menjelaskan dimensi, inovasi, model, tahapan dan faktor yang mempengaruhi inovasi kurikulum. Kurikulum menjadi sangat penting di lembaga pendidikan karena merupakan "jantung" pendidikan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode library research, menggunakan analisis sintesis dan analisis konten. Hasil penelitian menunjukkan bahwa kurikulum adalah seperangkat alat untuk mencapai suatu tujuan, mulai dari perencanaan, implementasi hingga evaluasi. Inovasi atau pembaharuan kurikulum perlu dilakukan karena para praktisi pendidikan harus menyesuaikan diri dengan perkembangan masyarakat yang selalu berubah dan terus berkembang. Inovasi tampaknya menjawab isu-isu kritis dalam pendidikan. Ada dua model proses inovasi, yaitu model individu dan model organisasi. Faktor-faktor yang mempengaruhi proses inovasi adalah visi-misi pendidikan, pertumbuhan penduduk, perkembangan ilmu pengetahuan, dan tuntutan pendidikan yang relevan. Inovasi harus dalam bentuk pemikiran yang orisinal dan kreatif. Penerapan inovasi harus efisien, mudah digunakan dan menyediakan kenyamanan bagi siswa, guru, dan praktisi pendidikan.

Kata Kunci: faktor yang mempengaruhi, inovasi kurikulum, model inovasi.

INTRODUCTION

The development of a competitive society requires everyone to compete healthily, including in educational institutions. Competition to seize the education market requires every institution to prioritize the quality of the managerial process¹. Improving the quality of education is not a simple case, but it needs a dynamic and challenging activity. Education will continue to change as time goes by because education is the result of time itself.² Therefore, education always requires quality improvement along with increasing people's needs.³ Education is a manifestation of progress. An advanced society is characterized by the advancement of a quality education sector. Quality education is characterized by a literate society.⁴

Etymologically, the curriculum term comes from the Latin language (Greek) which means runner, and a place to race. This is an understanding in the field of sports because since ancient times the Greeks loved sports.⁵ Curriculum means the distance that must be passed by a runner from start to finish to get a medal or award.⁶ This understanding is used in the world of education and so many subjects that must be taken by students from the beginning of learning to the end of the lesson program to get an award in the form of a diploma⁷. The curriculum has been widely discussed and interpreted by many experts. Of course, the opinions of these experts are more or less inseparable from the disciplines or experience they get. Harold Albery⁸ viewed the curriculum as all activities given to students under school responsibility all of the activities that are provided for the students by the school. The curriculum is not limited to activities in the classroom only, but also includes activities carried out by students outside the classroom.⁹

Continuous development is needed so that the curriculum remains dynamic and more responsive to what people need. It is a must that the curricula have to follow the modernization era. Curriculum improvement is a challenging job. Factors of curriculum change include policy changes, the emergence of new technologies, and globalization. Ensuring the acquisition of students' knowledge and skills necessary to adapt to changing world conditions. The curriculum

¹ Fitri Meliani dkk., "Manajemen Digitalisasi Kurikulum Di SMP Islam Cendekia Cianjur Kata Kunci," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021): 653–63, <https://doi.org/10.54371/jiip.v4i7.328>.

² Dominggus Rumahlatu, Estevanus K. Huliselana, dan Johanis Takariaa, "Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram, Maluku Province, Indonesia," *International Journal of Environmental & Science Education* 11, no. 12 (2016): 5662-75.

³ Annisa Mayasari, Yuli Supriani, dan Opan Arifudin, "Implementasi Sistem Informasi Manajemen Akademik Berbasis Teknologi Informasi Dalam Meningkatkan Mutu Pelayanan Pembelajaran Di SMK," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 4, no. 5 (2021).

⁴ Izzuddin Musthafa dan Fitri Meliani, "Penerapan Metode Pembelajaran Islam Klasik Al-Zarnuji Di Era Revolusi Industri 4.0," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021): 654–67, <https://doi.org/10.54371/jiip.v4i7.329>.

⁵ Al Hafiz Rizal Muhammad dan Fatah Fauziah, "Pengaruh Aplikasi Pembelajaran Dan Teori Behavioristik Terhadap Efektivitas Pembelajaran Siswa Jurusan Keagamaan," *Inovasi Kurikulum* 19, no. 1 (2022): 54–68, <https://ejournal.upi.edu/index.php/JIK>.

⁶ Clasquin Johnson dan Merry G, "Now and Then: Revisiting Early Childhood' Reactions to curriculum Change," *South African Journal of Childhood Education* 6, no. 1 (2016), <https://doi.org/10.4102/sajce>.

⁷ Yuli Supriani, Leo Kardi, dan Izzuddin Musthafa, "Kajian Deskriptif Kurikulum Islam Menurut Ali Ahmad Madkur," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021).

⁸ Harold Albery, *Reorganizing The High School Curriculum* (New York: The Macmillan Company, 1965).

⁹ Hasan Aydin, Burhan Ozfidan, dan Douglas Carothers, "Meeting the Challenges of Curriculum and Instruction in School Settings in the United States," *Journal of Social Studies Education Research Sosial Bilgiler Eğitimi Araştırmaları Dergisi* 8, no. 3 (2017): 76–92.

plays an important role in organizing, directing, transmitting knowledge, and guiding learning activities. Curriculum change is a complex, diverse, and repetitive process, in which ideas are made into policies, converted into behaviors and expressed as social actions.¹⁰

A useful way to explain whether the curriculum is successful or not is to examine the concept of curriculum accuracy.¹¹ The benefits of evaluating, revising, or reforming the curriculum are periodically carried out to ensure that the needs of learners are adequately addressed¹². However, the successful implementation of the updated curriculum is much more challenging, although the initial stages of curriculum redesign are relatively easy. The curriculum can be defined not just as just the informational content of the program, but more as a program of a broader learning experience.¹³

Curriculum design and development are one of the first in the teaching and learning process because it informs what to teach and learn in schools.¹⁴ Curriculum design and development is one of the first in the teaching and learning process because it informs what to teach and learn in schools.¹⁵ In curriculum design, a country's policies, objectives, missions, and educational vision are interpreted and transformed into general purposes, which can be easily transferred by school teachers to instructional purposes and learning standards.¹⁶ Therefore, teachers have a central role in carrying out the curriculum on the learning process in schools. Teachers can be the primary agents of curriculum change. Curriculum changes can be responded to by teachers in the following ways: they ignore, hold, adopt or adjust the official curriculum. If teachers are understood how to be an agent of change, they can translate ideas into actions, theoretical perspectives into new practices, and translate ideas on how to develop curricula of multidisciplinary subjects into practice.¹⁷

Teachers can also determine the appropriate content and methods in the implementation of the curriculum. Curriculum changes in Indonesia are always carried out in innovation periodically. The curriculum changes aim to advance education and improve previous education. Although the curriculum has changed, revisions continue to be made. In

¹⁰ Andrea S Webb, Harry T Hubball, dan Meriem Mckenzie, "Strategic Approaches to Glocalising Curriculum Practice: Responding to Faculty Development Needs and Circumstances in Diverse University Contexts," *International Journal of Curriculum and Instruction* 13, no. 2 (2021): 1209–25.

¹¹ Linda Dusenbury dkk., "A Review of Research on Fidelity of Implementation: Implications for Drug Abuse Prevention in School Settings," *Health Education Research* 18, no. 2 (2013): 237–56, <https://doi.org/10.1093/HER/18.2.237>.

¹² Fitri Meliani, Nanat Fatah Natsir, dan Haryanti Erni, "Sumbangan Pemikiran Ian G. Barbour Mengenai Relasi Sains Dan Agama Terhadap Islamisasi Sains," *JIIIP-Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021): 673–88, <https://doi.org/10.54371/jiip.v4i7.331>.

¹³ Mohammad Ayub Khan dan Laurie Smith Law, "An Integrative Approach to Curriculum Development in Higher Education in the USA: A Theoretical Framework," *International Education Studies* 8, no. 3 (2015), <https://doi.org/10.5539/ies.v8n3p66>.

¹⁴ Erika Lillemark Hoydalsvik, "Co-Operation Is Not Enough: Teacher Educators as Curriculum Developers in Times of Change," *International Journal of Higher Education* 6, no. 5 (2017): 76–87, <https://doi.org/10.5430/ijhe.v6n5p76>.

¹⁵ Ronald C. Doll, *Curriculum Improvement: Decision Making and Process* (University of Michigan: Allyn and Bacon, 1992).

¹⁶ Rumahlatu, Huliselana, dan Takariaa, "Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram, Maluku Province, Indonesia."

¹⁷ Jennifer Jacobs, Rebecca W Burns, dan Diane Yendol-Hoppey, "The Inequitable Influence That Varying Accountability Contexts in the United States Have on Teacher Professional Development," *Professional Development in Education* 41, no. 5 (2015): 849–72, <https://doi.org/10.1080/19415257.2014.994657>.

2013, in Indonesia, the 2013 Curriculum was enacted, in 2014 and 2016 revisions were made to the curriculum on certain aspects such as Core Competencies and Basic Competencies in subjects.¹⁸

The map of an educational institution is in the curriculum. Directing the learning design is very dependent on the curriculum design. The education system is the key to building a nation, and the key to improving the national education system.¹⁹ The curriculum is the main component of the education system. The curriculum is a tool to achieve educational goals and at the same time a guideline in the implementation of learning. Given the importance of the role and components of the education curriculum, the preparation must through the stages of curriculum management as well as planning, implementation, and evaluation. Therefore, an educational institution manager is expected to be able to master management science and carry it out well.²⁰

This article focused on the concept of the process of curriculum innovations process. Examples include computerized school systems and organizational quality-improvement programs such as total quality management. Research on the implementation of such innovations is limited, but innovation implementation is an urgent issue to discuss. If some people or organizations adopted a curriculum innovation, will it work effectively?

METHOD

This research uses a descriptive qualitative approach with library research methods. The data collection technique is to collect several references, such as books, articles, and documents about Roger's findings in *The Diffusion of Innovations*²¹ and *Innovation Process in Organizations*,²² and other related sources. Then the data analysis techniques used in this study are content analysis, with stages of data display, data reduction, data verification, and conclusion. This kind of method is important to do because, without library research, we cannot gain an understanding of the hottest topics, and how a theory is researched. In addition, the method of library research is part of academic development. The flow in conducting this study is (1) to find and uncover the phenomenon/problem that occurs; (2) to formulate ideas; (3) to conduct theoretical comparisons; and (4) to make a conclusion.²³

RESULTS AND DISCUSSION

Dimensions of Curriculum

S. Hamid Hasan²⁴ stated that curriculum has four dimensions, namely curriculum as an idea, curriculum as a written plan, curriculum as an activity, and curriculum as a result. First, the curriculum is viewed as the dimension of ideas: understanding curriculum as a dimension related

¹⁸ Magnus R. Ramberg, "What Makes Reform Work? School-Based Conditions as Predictors of Teachers' Changing Practice after a National Curriculum Reform," *International Education Studie* 7, no. 6 (2014), <https://doi.org/10.5539/ies.v7n6p46>.

¹⁹ Fitri Meliani, Euis Sunarti, dan Diah Krisnatuti, "Faktor Demografi, Konflik Kerja-Keluarga, dan Kepuasan Perkawinan Istri Bekerja," *Jurnal Ilmu Keluarga & Konsumen* 7, no. 3 (2014): 133–42, <https://doi.org/10.24156/jikk.2014.7.3.133>.

²⁰ Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2012).

²¹ E.M. Rogers, *Diffusion of Innovation* (New York: The Free Press, 2003).

²² E.M. Rogers, *Diffusion of Innovations* (New York: The Free Press, 1962).

²³ Chris. Hart, "Doing a Literature Review: Releasing the Research Imagination," *Journal of Perioperative Practice* 28, no. 12 (2018): 318–28.

²⁴ Hamid Hasan, *Evaluasi Kurikulum* (Bandung: PT Remaja Rosdakarya, 2021).

to idea contains the meaning that the curriculum is a set of ideas that will be used as guidelines in the development of the next curriculum. Second, the curriculum is viewed as the dimensions of the plan: the meaning of this curriculum dimension is as a set of plans and how to administrate the objectives, content, and materials of the lesson, as well as the way used to guide the implementation of learning activities to achieve certain educational goals. Third, the curriculum is viewed as the dimension of activities, all activities of teachers and students in the learning process in school²⁵. Fourth, the curriculum is viewed as the dimension of the results: the definition of curriculum as a dimension of results views the curriculum as very concerned about the results that will be achieved by students to match what has been planned and become the goal of the curriculum.²⁶

Models of Curriculum Innovation Process

Rusdiana²⁷ stated there are two types of models of the curriculum innovation process, namely individual-oriented innovation process, and organizational-oriented innovation process. Here is an explanation of the organizational-oriented innovation process model.²⁸ First, the initiation stage is the process of collecting, conceptualizing, planning, directing, and preceding the decision to adopt innovation in the organization. The stage of initiation consists of two main activities, there are agenda-setting and matching.

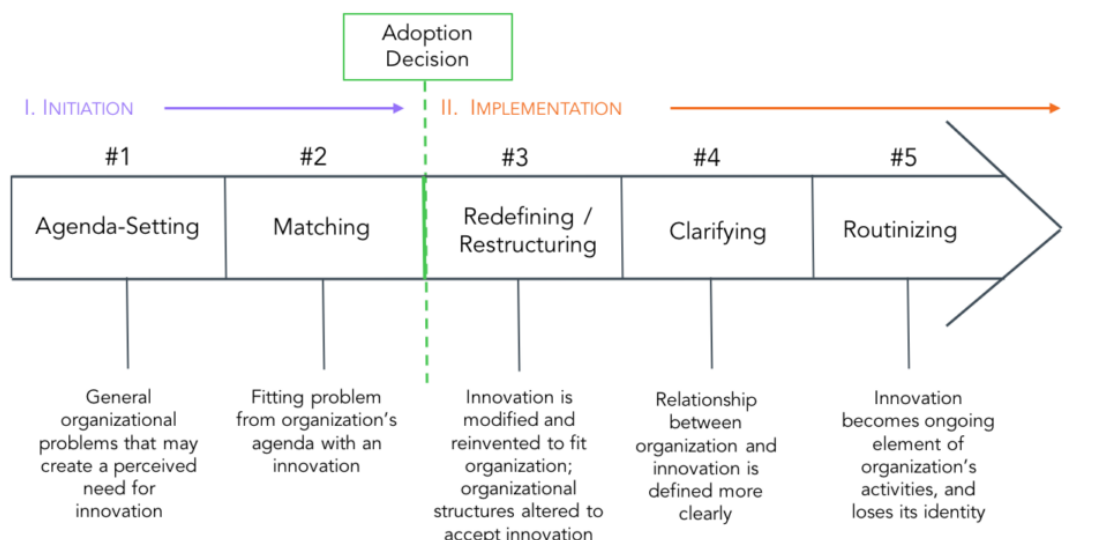


Figure 1. The Process of Innovation in Organization

Source: Diffusion of Innovation (Rogers, 2003)

The agenda-setting is related to organizational problems that may be understood as the need for a defined innovation. The agenda-setting process is the result of top management brainstorming and reviewing about organization's needs. Matching is to match the organization's agenda with the innovations to be adopted and this adjustment has been planned

²⁵ J. A. Beane., C.F Toepfer, dan S.J Alessi, *Curriculum Planning and Development* (Boston: Allyn and Bacon, 1986).

²⁶ A.E Carl, *Teacher Empowerment through Curriculum Development: Theory into Practice*, 3rd ed. (Cape Town, South Africa: Juta and Company, 2009).

²⁷ A. Rusdiana, *Konsep Inovasi Pendidikan* (Bandung: CV. Pustaka Setia, 2014).

²⁸ Rogers, *Diffusion of Innovation*.

and designed to implement innovations. There is also an organizational innovation process according to Zaltman et al.²⁹, namely the initiation stage and the implementation stage. Each stage is further divided into several steps (sub-stages). The initial stage is divided into the step of knowledge and awareness, forming an attitude towards innovation step, and decision-making. Step of knowledge and awareness are ideas, activities, or materials observed by the adoption unit (recipient of innovation), then knowing the existence of innovation becomes a major problem. Before innovation can be accepted the prospective recipient already realizes that there is innovation, and thus there is an opportunity to use innovation in the organization.³⁰

Forming an attitude towards innovation step plays an important role to cause motivation to want to change or want to accept innovation. There are two things from the dimension of attitude that can be shown by organization members towards innovation, namely an open attitude towards innovation and having a perception of the potential of innovation is characterized by observations that show, that organizations can use innovation, organizations have experienced success in the past by using innovation, and there is a commitment or willingness to work using innovation and is ready to face possible problems in the implementation of innovation. Decision-making steps are all information about the potential of innovation is evaluated. If the decision-making unit in the organization considers that innovation is indeed acceptable and it is happy to accept it then innovation will be accepted and applied in the organization.³¹

In the implementation stage, the activities are carried out by the members of the organization to use innovation or implement innovation. There are two steps taken, namely the organization tries to implement some innovations. For example, after the Dean decides that all lecturers must make teaching preparations with the lecture Event Unit model, then at the beginning of its application each lecturer is required to make for one course first before later it will apply to all courses. Step forward to fostering the implementation of innovation, if the initial implementation has been successful, the members have to know and understand the innovation, and gained experience in implementing it, then it remains to continue and maintain its continuity.

Stages of Curriculum Innovation Process

Curriculum Planning

The initial stage of curriculum development is planning. In curriculum development, three aspects can be developed, namely development on the aspect of goals, development of material aspects, and development of institutional governance to develop these three aspects, it is necessary to have careful planning on all three. The plan includes three activities, namely strategic planning, program planning, and delivery plans program. Strategic planning is understood as activities carried out in the framework of formulating competency standards,

²⁹ G Zaltman, R Duncan, dan J. Holbeck., *Innovation and Organizations* (New York: Scientific Research Publishing, 1973), [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/ReferencesPapers.aspx?ReferenceID=1815795](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/ReferencesPapers.aspx?ReferenceID=1815795).

³⁰ Bronwen Cowie dan Beverley Cooper, "Exploring the Challenge of Developing Student Teacher Data Literacy," *Assessment in Education: Principles, Policy and Practice* 24, no. 2 (2017): 147–63, <https://doi.org/10.1080/0969594X.2016.1225668>.

³¹ P Dalin, *Limits to Educational Change*. (New York: St. Martin's Press, 1978).

determining the content and structure of the program, as well as the preparation of the strategy for the implementation of the curriculum as a whole. Because of its strategic nature, this activity is the duty and responsibility of the board and the authoritative parties in an educational institution.³²

Program planning is understood as activities carried out to compile basic competencies and determine the material or subject matter in each subject³³. In this regard, the curriculum designer is in charge of compiling and formulating basic competencies. Basic competencies are formulated for each subject to be achieved during the course taught. On this basis, the basic competence of each subject is different from the basic competencies that will be achieved by other subjects. Another activity in program planning is the determination of materials or subjects in each subject. Delivery plans program is understood as activities carried out in the framework of learning implementation consisting of compiling indicators of competency achievement, determining materials, determining learning strategies, and determining learning evaluation tools to be used. The parties in charge of planning this learning activity are the teachers.³⁴

Curriculum Implementation

According to Curtis R. Finch & Jhon R. Cruncilton,³⁵ there are four curriculum implementation models to choose from, including individual-based educational programs, modularized instruction, competency-based education, and school-based enterprise. Individual-based educational programs are understood as educational program that places learners as the main component, while anything else outside the learner is only a complementary component. If this model is chosen for curriculum implementation, then teachers must place the components of teaching books, media, strategies, and learning environments that have been planned as components that can maximize and educate in the learning process.

Module-based learning is a learning activity that places the module as the main component. According to Curtis R. Finch & Jhon R. Cruncilton, the module-based learning format contains six components, namely: introduction (introduction), objectives (objectives), initial assessment (preassessment), learning experiences (learning experiences), textbooks (resource materials), and final assessment (post-assessment). Taking into account the above format, this module-based learning is compatible with the individual-based education program model.

Competency-based education is understood as an educational program that emphasizes more on the competence (ability) of learners, both in the form of knowledge (knowledge), tasks (tasks), skills (skills), attitudes (attitudes), values (values), and awards (appreciation) to achieve success in student life³⁶. In the learning process, teachers must use a variety of learning strategies such as role-play, simulation (simulation), and collaboration to provide a variety of learning experiences for students so that they have many opportunities to achieve the desired

³² Subandijah Subandijah, *Pengembangan Dan Inovasi Kurikulum* (Jakarta: Raja Grafindo Persada, 1996).

³³ Peter F. Oliva, *Developing the Curriculum* (New York: Harper Collins Publishers Inc, 1992).

³⁴ Curtis R Frinch dan Cruncilton Jhon R, *Curriculum Development in Vocational and Technical Education* (Boston and London: Allyn and Bacon, 1993).

³⁵ Frinch dan Jhon R.

³⁶ Supriani, Kardi, dan Musthafa, "Kajian Deskriptif Kurikulum Islam Menurut Ali Ahmad Madkur."

competencies. The evaluation tools are commonly used to assess the competence of learners to practice, initiate a project, make a product, and design a portfolio.³⁷

School-based enterprise is understood as an education program that brings entrepreneurial activities into the school, such as restaurants, shops, companies, shopping, and others. This model involves students in the management of these entrepreneurial activities, from preparation, and implementation to development. On the practical aspect, teachers work closely with organizations, institutions, and professional business people around their schools to directly guide their learners. From them, students can learn a lot about planning, implementing, and developing entrepreneurial activities by learning by doing strategies.³⁸

Curriculum Evaluation

Peter F. Oliva³⁹ mentions CIPP models. The CIPP curriculum evaluation model introduced by Daniel L. Curriculum evaluation is "the process of describing in detail, obtaining, and providing important information for making a decision." According to the CIPP model, there are four evaluation objects: context, input, process, and product. Because of these four objects, this model is called the CIPP (Context, Input, Process, and Product) model.

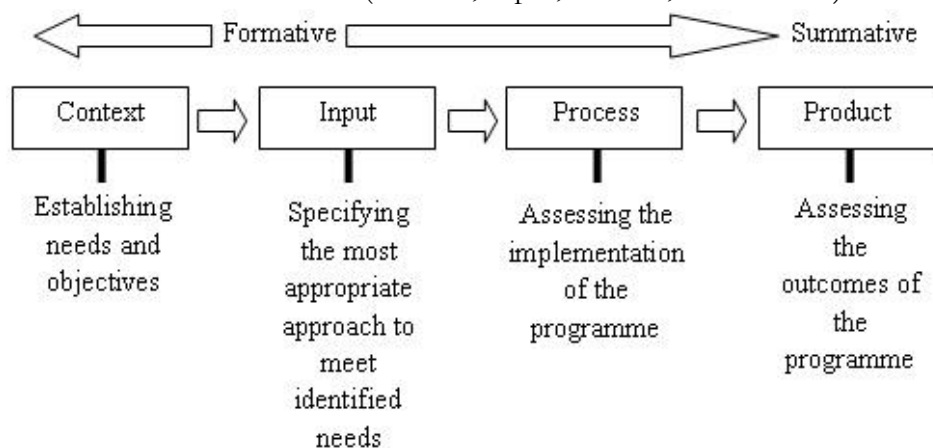


Figure 2. CIPP Model Evaluation (Context, Input, Process, Product)

Source: Diffusion of Innovation (Rogers, 2003)

The figure above shows four aspects of the curriculum evaluation. The first two aspects are related to the evaluation of curriculum planning, while the last two aspects are related to the evaluation of curriculum implementation. The four aspects will be briefly explained in the following sections.

Context evaluation is curriculum evaluation with emphasis on the curriculum objectives. The data needed for context evaluation materials is a document on the formulation of curriculum objectives both core objectives, curricular objectives, general and special learning objectives, among others, reasons for determining curriculum objectives, attribution of curriculum goals with student characteristics, and learning

³⁷ Martin Geissdoerfer, Paulo Savaget, dan Steve Evans, "The Cambridge Business Model Innovation Process," *Procedia Manufacturing* 8, no. 1 (2017): 262–69, <https://doi.org/10.1016/J.PROMFG.2017.02.033>.

³⁸ Hasbullah, *Dasar-Dasar Ilmu Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001).

³⁹ Oliva, *Developing the Curriculum*.

materials, and community demands. In addition, the criteria for evaluating context evaluations are also in the form of clarity, unambiguousness, and ease of formulating the purpose of the crypt to be understood⁴⁰.

Input evaluation is the relevance of media, materials, and modules (Frinch and Cruncilton, Meanwhile, the assessment criteria for the strategy are the relevance of learning strategies, learners' learning experiences, and learning environments created with curriculum objectives; after the results of the implementation of learning and its impact on the achievements of learners' good and bad aspects. Process evaluation is activities with an emphasis on the curriculum implementation process from beginning to end. The assessment criteria for the process evaluation include student performance in the classroom, the quality of learning implementation, personnel support, student satisfaction with the learning process, and the test standards used. In other words, the assessment criteria for process evaluation relate to the impact of the curriculum on the behavior and learning experience of students in schools.⁴¹

Product evaluation is seen as an evaluation activity with an emphasis on graduate quality in society. The assessment criteria for product evaluation include diplomas awarded to graduates, graduate performance in the community, graduate satisfaction with their position in society, and community satisfaction with graduate performance. In other words, the assessment criteria for product evaluation relate to the impact of the curriculum on the behavior and the performance of graduates in society and the world of work, high quality or low quality.⁴²

Affecting Factors of the Curriculum Innovation Process

The following will be further stated some factors that are quite instrumental in influencing educational innovation. Mission-vision of education factor is enshrined for individual happiness, the safety of society, and the interests of the state. The nation's outlook on life became the norm of overall national education. As is known, that this life is always changing, development goals, the nation undergoes shifts and improvements and changes according to time, circumstances, and conditions.

Population growth factor has far-reaching consequences on various aspects of life, especially education. Many educational problems are closely related to the exploding number of school-age children. The issues directly related to education are lack of learning opportunities, the issue of the quality of education, and the issue of the relevance of education. The development of science accumulatively and faster. The usual response in education to the development of science is to incorporate discoveries and theories into the school curriculum. Although this leads to a curriculum that is very loaded with new problems.⁴³

⁴⁰ Beane., Toepfer, dan Alessi, *Curriculum Planning and Development*.

⁴¹ Jacobs, Burns, dan Yendol-Hoppey, "The Inequitable Influence That Varying Accountability Contexts in the United States Have on Teacher Professional Development."

⁴² Hoydalsvik, "Co-Operation Is Not Enough: Teacher Educators as Curriculum Developers in Times of Change."

⁴³ M.F. Klein, *A Conceptual Framework for Curriculum Decision Making, In the Politics of Curriculum Decision Making* (New York: Suny Press, 1991).

Demands for relevant educational processes. The educational problems now faced are a very complex problem. Dalin⁴⁴ explained that the basic factors as drivers of educational innovation have dimensions that include technological change, behavioral change, organizational change, social change, centrality, complexity, nature and amount of change, goal fit, and goal stability. Technological changes are essential to the innovation process. The use of technology has an impact on changes in methods, learning facilities, and systems in educational institutions. Nevertheless, financing factors and technical support are a concern in adopting technological change. Changes in the field of education along with changes in the behavior of teachers, students, administrators, parents, and also other groups involved. Change efforts are characterized by changes in behavior, it is increasingly important to involve users in all aspects of educational implementation from the process of initial identification of needs to the process of implementing education.

Organizational change can be interpreted as a change in the structure, decision making, role of human interaction, and organizational functions and technologies. Changes that occur within the organization are strategic changes for educational change in other words educational changes need to involve the entire organization and more complex change strategies related to processes and outcomes. Social change. Social change is defined as the redistribution of power, resources, and opportunity in a system. It is possible to facilitate social change in the education sector through the internal redistribution of resources and an opportunity in the system. Social change in a more global perspective, using the education sector as a means of life chances that equalize in society at large. The higher the level of social change, the more important it is the link (relationship) with the environment, and in particular the support of political and social forces that will help change efforts.

The centrality of an innovation influences interest and commitment to adopt programs at all levels of the institution. The importance of administration inherent in innovation provides a signal for program implementers. In a centralized system and parliamentary engagement, ministries of education and innovation institutions maximize opportunities for the implementation of programs, but that is not guaranteed. Complex programs generally pose at least two conditions for planners and implementers. First, is the initial support and commitment involved in implementation. Second, innovations are adapted and modified during implementation to accommodate the various needs and priorities of the different individuals and organizational units involved.

In innovation, the nature and number of changes are assumed to refer to the completeness or meaning of the change effort i.e. the individual acquires a new technical skill or redefines or replaces an old practice. Strategies that enable individual development and learning are essential for the successful implementation of innovation. The larger and more difficult the changes needed will provide a more efficient strategy.

In general, individuals will work to implement innovation if the real values they embrace are aligned with the values and goals of reform/ change. If individuals do not believe in the goal of innovation then it is highly unlikely that they will propose a learning behavior effort or a new role. For that, it seems necessary for the successful implementation of innovative programs to

⁴⁴ Dalin, *Limits to Educational Change*.

include modifications in the design and innovation programs that are appropriate to the climate and certain priorities of the institution. Where modifications are made in a serious attempt to make changes, instead those modifications result in more relevant innovations and more success for the institution.

The purpose of the update program tends to change over time. This may relate to the level of stability in the environment or the level of stability in the education system. A change in leadership at a high level may explain a smaller or larger change in a new goal. Especially, the change is the result of the change process itself. At the same time, innovation commitment does not mean rigidity or unwillingness, or inability to listen to local concerns and needs and to modify innovation.

Analysis/Discussion

Curriculums are guides used by teachers in schools to assist and educate the students. It contains objectives, activities units, and suggested materials to enhance learning. It is built according to the organization's values, goal-oriented, learning content, in the form of a written document or the minds of teachers. The results of the curriculums are noticeable as behavior changes. Rogers⁴⁵ defines an organization as “a stable system of individuals who work together to achieve common goals through a hierarchy of ranks and a division of labor.” He divides organizational diffusion of innovation into two sub-processes: initiation and implementation. Initiation: Everything that occurs within an organization before an innovation is adopted (e.g., information gathering, conceptualizing, planning). This is divided into two sub-stages: (1) Agenda-Setting is decision-making within the organization to perceive a problem that needs to be addressed; (2) Matching, a problem that is perceived to fit some innovation.

Implementation: Everything that is involved in putting the innovation into use. This is divided into three sub-stages; (3) Redefining/Restructuring, the innovation is re-invented to accommodate both the organization (e.g., needs, structure) and the innovation. For example, if a school initiates a new drug prevention program, new staff may be hired or existing staff members' job duties may change. At the same time, the school may change certain aspects of the drug prevention program to better fit its unique situation; (4) Clarifying is where people within the organization become more familiar with the innovation, and it acquires meaning within the context of the organization; (5) Routinizing, where the innovation loses its “newness” and becomes a part of the organization's everyday functioning (sustainability is a closely related concept).

Curriculum planning might be defined as the art and science of planning the conditions of learning. These conditions include such considerations as identification of the learning needs to be met; selection of the modes of evaluation to be used; determination of entry characteristics of learners; selection of instruction content and methods; provision for individual differences, and logistical issues such as choice of materials, equipment, facilities, personnel, time and cost⁴⁶. Carl and Pratt agree that curriculum design is undertaken to ensure effective schooling. For instance, Klein avers that the primary or exclusive basis for making curricular decisions depends largely upon the values of the developer about what the curriculum ought to do for or contribute

⁴⁵ Rogers, *Diffusion of Innovation*.

⁴⁶ D Pratt, *Curriculum Perspectives In Curriculum Planning: A Handbook for Professionals* (Fort Worth, Texas: Harcourt Brace Jovanovich, Inc, 1994).

to the growth of students. Doll⁴⁷ correctly maintains that curriculum design is a way of organizing that permits curriculum ideas to function.

Managers play a critical role in the implementation process, so their support of the innovation is the third critical factor. In the absence of strong, convincing, informed, and demonstrable management support for implementation, employees are likely to conclude that the innovation is a passing managerial fancy: Ignore it and it will go away. Managers and teachers as an agent of change, once they choose to adopt an innovation, they support it wholeheartedly irrespective of any reservations concerning lack of appropriateness. The more an innovation requires employees to work together, as the innovations on which we focus in this article do, the stronger the positive relationship between management support and implementation success. It takes money to offer extensive training, provide ongoing user support, launch a communications campaign explaining the merits of the innovation, and relax performance standards while employees learn to use the innovation. Klein found that financial-resource availability was a significant predictor of the overall quality of an organization's implementation policies and practices and thus, indirectly, a predictor of the organization's implementation effectiveness.⁴⁸

Psychological safety moderates the effects of process innovation on organizational performance: The greater an organization's climate for psychological safety, the stronger the positive relationship between the organization's adoption and implementation of process innovations and its financial performance.⁴⁹ Curriculum innovation is the creation, selection, organization, and utilization of human and material resources in ways that result in the higher achievement of curriculum goals and objectives.⁵⁰ Curricular innovation is a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters.

Managers who are committed to achieving the long-term benefits of innovation implementation understand that the implementation process may diminish unit productivity and efficiency in the short term. The more managers push employees to maintain or improve immediate task performance, the less time and energy employees can devote to the implementation of innovations that offer long-term, and potentially more enduring, performance gains⁵¹. While important strides have been made in understanding the process of innovation implementation, more research is needed and important questions remain. How does the implementation of technological innovations like new computer systems differ from the implementation of nontechnological innovations such as new managerial, educational, training, or patient-treatment interventions? How does success or failure at implementing innovation in one team or location spread through an organization or community? Do units

⁴⁷ Doll, *Curriculum Improvement: Decision Making and Process*.

⁴⁸ Irene Psifidou, "Innovation in School Curriculum: The Shift to Learning Outcomes," *Procedia Social and Behavioral Sciences* 1, no. 1 (2019): 2436–40, <https://doi.org/10.1016/j.sbspro.2009.01.429>.

⁴⁹ David Molise Nhlapo dan Lokesh Maharajh Ramnath, "Engaging Foreign Curriculum Experts in Curriculum Design: A Case Study of Primary School Curriculum Change in Lesotho," *Universal Journal of Educational Research* 5, no. 10 (2017): 1741–47, <https://doi.org/10.13189/ujer.2017.051011>.

⁵⁰ Rizal Muhammad dan Fauziah, "Pengaruh Aplikasi Pembelajaran Dan Teori Behavioristik Terhadap Efektivitas Pembelajaran Siswa Jurusan Keagamaan."

⁵¹ Webb, Hubball, dan Mckenzie, "Strategic Approaches to Glocalising Curriculum Practice: Responding to Faculty Development Needs and Circumstances in Diverse University Contexts."

that succeed in implementing one innovation succeed in implementing others as well? Though questions remain, the growing innovation-implementation literature draws needed attention to the challenge and the importance of effective innovation implementation.

As the reformed curriculum is gradually implemented, changes may be required at the school/organization level to sustain the new learning environment. It is indeed important to put the needed structure in place to ensure that the forming curriculum does not revert to a mix of old and new because the necessary support is not present. For instance, the experiential learning working group can become an official unit with the task of overseeing this component of the curriculum, with the necessary technical and academic workforce. Also, if competence assessment is to be done, a competence review unit can be instituted to closely follow students' performance and to provide remedial activities as early as possible. Quality assurance and accreditation units can work towards continuous improvements and aligning the new curriculum with accreditation standards by identifying gaps or tools to be developed. If interprofessional education is introduced in the new curriculum, a global unit, including members from other health sciences, needs to be put in place to support this component of the curriculum. The new structure should support the major novel components of the curriculum, as outlined in the guiding principles. This may require targeted academic staff and personnel hiring if it was not already done during the early implementation phase.

CONCLUSION

A curriculum design can only resolve educational problems if it is based on diagnosis, appropriate research, and relevant practical experience. It may be expensive at first, but its effect in the long-term use makes it affordable. In contrast, a curriculum designed in haste often ignores the real problem and results in ineffectiveness. Curriculum innovation is a certain idea or action to solve educational problems. Innovation exists because of problems perceived by students, teachers, and practitioners of education. Curriculum innovation planning is very important to assist teachers and students in creating and organizing learning activities to achieve learning goals. Until now, there has been a change in curriculum innovation ranging from elementary school to college level. Implementation of curriculum innovation is intended to keep up with advances in science and technology. However, some innovations often fail and are never implemented. This curriculum innovation is not only a change in thinking, but the most important thing is a change in behavior in learning. Sooner or later innovation is accepted by the community or school depending on the readiness of individuals and organizations in using innovation.

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