

EDUCATION QUALITY IMPROVEMENT THROUGH THE DEVELOPMENT OF HILDA TABA'S CURRICULUM

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ABSTRACT

To develop a curriculum, many people will be involved, starting from teachers who are the spearheads in the field to experts who determine the direction of education policy. Hilda Taba an education expert makes a curriculum development that is different from other experts, Hilda Taba develops by developing an inductive model, namely from the bottom (bottom-up), teachers must start the process by creating a special teaching and learning unit for their students at school and not involved in the design of a general curriculum. Therefore Taba adopts an inductive approach that starts with the specifics and builds into a general design. According to him, curriculum development that encourages teacher innovation and creativity is inductive, which is the opposite of the traditional model. The steps in the curriculum development process according to Taba are Step 1: Needs diagnosis, Step 2: formulation of the main points, Step 3: Content selection, Step 4: Organization of content, Step 5: Selection of learning experiences, Step 6: Organization of learning experiences, Step 7: determining what to evaluate and how to do it. By implementing the steps that have been prepared by Hilda Taba.

Keywords: Improving the quality of education, Curriculum Development, Hilda Taba



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INTRODUCTION

A teacher is someone who has devoted himself to teaching science, educating, directing, and training his students to understand the science he teaches. In this case, the teacher not only teaches formal education but also other education and can be a role model for his students. then we can understand that the role of the teacher is very important in the process of creating a quality next generation, both intellectually and morally. According to Law No. 14/2005 Regarding Teachers and Lecturers, the definition of teachers is professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal primary education and secondary education. From the above understanding, we can conclude that the teacher is the person who determines the success or failure of a learning process inside or outside the classroom. If seen, the teacher's responsibility in carrying out educational goals is very heavy because on his shoulders lies a large burden in the world of education.

There are 735.82 thousand non-PNS teachers in public schools and 798.2 thousand non-PNS teachers in private schools. The number of honorary K2 teachers currently reaches 1.53 million people, out of a total of 3.2 million teachers. Currently, Indonesia lacks teachers with civil servant status as many as 988,133 people (Musfah, 2021). The government and local governments must be committed to standardizing school infrastructure in this archipelago. There must be a movement to cut the salaries of state

officials or money from corrupt corruptors to build school infrastructure. Regulations are made so that the business world and the industrial world can help fulfill the requirements of the surrounding schools.

The results of the Teacher Competency Test (UKG) in recent years show that the competence of Indonesian teachers is low. Indonesia's low ranking in several world rankings of students' abilities in reading, Mathematics, and Science also indirectly indicates the weakness of teacher competence. The national average for the 2015 UKG results in the pedagogical and professional fields was 53.02. For pedagogic competence alone, the national average is only 48.94, which is below the minimum competency standard (SKM), which is 55 (Maulipaksi & Langguana, 2017). According to Brundrett & Silcock (2002) in the book *Achieving Competence, Success, and Excellence in Teaching, "Teacher professionalism is influenced by regulations, classrooms, school communities, and the learning process in the teaching faculty"*.

Teacher faculty restrictions. Currently, there are too many and many are of poor quality. The teaching faculty must have authority in society. It must be made into an elite faculty and the dream of the younger generation. The teaching faculty is only owned by the government or the state. Teacher-student input must be of a high standard.

Many teachers go to jail or are injured because of “acts of educating” students. Her parents are angry. They do not accept that their children are reprimanded, beaten, teased, or reminded by the teacher. He replied even harder to the teacher. Come to school with your head held high and your arms light. His words hurt. He forgot that it was the teacher who had been taking care of, teaching, and educating his child—when he was busy making money and maybe having fun. Amy Steketee, Baker, and Daniel LLP wrote in an article entitled *Are State and Federal Teacher Protection Act Needed To Protect Teachers from Litigation Concerning Student Discipline?* (Musfah, 2021). “In some places, even those with teacher protection regulations in place, innocent teachers have to pay a high price and experience stress to defend themselves in court”.

Answering the above problems, the curriculum development model that can be used refer as is the curriculum development model proposed by Hilda Taba, the curriculum development model introduced by Hilda Taba is known as Taba's inverted model. This Taba model of curriculum development focuses more on how to develop the curriculum as a process of curriculum improvement and refinement. He uses a grass-roots approach and believes that the curriculum can be designed by teachers rather than just continuing what is made by superiors. This Taba model can be a reference or comparison for curriculum developers in making a curriculum.

METHODS

The type of research used on improving the quality of education through the development of the Hilda Taba curriculum is A Systematic Literature Review (SLR). a literature review method that identifies, reviews, evaluates, and interprets all available research. This method is used to review and identify journals in a structured manner which in each process follows the steps that have been set (Fitriyani & Mukhlis, 2021). Information is collected by reading literature relevant to the topic being discussed. The data sources, namely literature, can be in the form of books, scientific articles, research journals, research reports, seminar proceedings, and so on.

RESULTS AND DISCUSSION

According to Taba (1962), the curriculum is a plan for learning, which is something that is planned for students to learn. Meanwhile, another view says that the curriculum is a written document that contains plans for students while at school. Taba's model in curriculum development focuses more on how to develop a curriculum as a process of curriculum improvement and refinement. He uses a grass-roots approach and believes that the curriculum can be designed by teachers rather than just continuing what is made by superiors. He further felt that the teacher would start the process by creating a teaching and learning unit specifically for students in his school, who were involved in the general curriculum design from the start. Therefore Taba uses an inductive approach to curriculum development, starting with the specific and building on a more general design. As opposed to the more traditional approach that uses a deductive approach, starting with a general design and working your way down to the specific.

In contrast to the model developed by Tyler, the Taba model focuses more on how to develop the curriculum as a process of improvement and refinement. Therefore, in this curriculum, the stages that must be carried out by curriculum developers are developed. This development model is more detailed and perfect when compared to Tyler's development model. The Taba model is a modification of the Tyler model (Tyler & Lind, 1992). The modification mainly emphasizes the concentration of the teacher's attention. Taba's theory believes that the teacher is the main factor in curriculum development. Curriculum development is carried out by teachers and positioning teachers as innovators in curriculum development. Is a characteristic of the Taba development model. Curriculum development is usually carried out deductively starting from the steps of determining basic principles and policies, formulating curriculum designs, compiling curriculum units, and implementing curriculum in the classroom.

Hilda Taba disagrees with the move. The reason is that deductive curriculum development cannot create curriculum renewal. Therefore, according to Hilda Taba, the curriculum must be developed in reverse, namely with an inductive approach. Taba uses a grass-roots approach for curriculum development. Taba believes curricula should be designed by teachers and not provided by the authorities. According to Taba, teachers should start the process by creating a special teaching and learning unit for their students in school and not be involved in the design of a general curriculum. Because of this, Taba adopts an inductive approach that starts with the specific and builds into a general design. For more details, we can see the steps taken in curriculum development according to Hilda Taba as shown in the following chart (Fig 1).



Figure 1. Hilda Taba's Curriculum development steps.

The steps in the curriculum development process according to Taba are:

- Step 1: Diagnose needs
- Step 2: formulation of the main points
- Step 3: Content selection
- Step 4: Organization of contents
- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: deciding what to evaluate and how to do it

Step 1: Taba claims that decisions on fundamental elements must be made valid. The criteria may come from various sources, namely, tradition, social pressures, and existing habits. Step 2: For the curriculum to be useful to the student's learning experience, it is important to diagnose the various needs of the child. This is Taba's first important step. About what students want and need to learn. The second step is the formulation of a clear and comprehensive objective to form the basis for the development of the following elements. Taba argues that the nature of the objectives will determine the types of lessons that need to be followed. Steps 3 and 4 are integrated into reality though to study the curriculum. Taba distinguishes between the two, to use these steps educators need to first formulate goals, as well as know deeply about the content of the curriculum. Likewise, 5 and 6 relate to purpose and content. To use this step effectively Taba encourages curriculum developers to gain an understanding of certain learning principles, conceptual strategies used, and learning sequences. In the final step (7) Taba encourages curriculum developers to conceptualize and plan various evaluation strategies. Tyler and Taba's curriculum model is categorized into the Rational Model or Objectives Model.

For more detail, the 7 steps above can be described in more detail, which consists of the following:

1. *Diagnosis of needs*(needs diagnosis). The curriculum developer begins by determining the needs of the students for whom the curriculum is planned.
2. *Formulation of objectives*(formulating goals). After the student's needs are diagnosed, the curriculum planner details the goals to be achieved.
3. *Selection of content*(content selection). The discussion to be studied stems directly from the goals of the Organization of content (organization of content). After the content/discussion is selected, the next task is to determine the level and order in which the subjects are placed.
4. *Selection of learning experiences*(choice of the learning experience). The methodology or strategy used in the discussion must be chosen by the curriculum planner.
5. *Organization of learning activities*(organization of learning activities). The teacher decides how to package learning activities and in what combination or sequence the activities will be used.
6. *Determination of what to evaluate and of the ways and means of doing it* (Determination of what will be evaluated and the methods and tools used to conduct the evaluation). The curriculum planner must decide whether the objectives have been achieved. Teachers select appropriate tools and techniques to assess student success and to determine whether curriculum objectives have been achieved.
7. *Checking for balance and sequence*(check balance and order). Taba sought the opinion of curriculum workers to see consistency among various parts of the teaching and learning unit, to see a good learning flow, and for a balance between various types of learning and expression.

8. *Testing Experimental Units*(test unit experiment). This test is needed to check the validity and whether the material can be taught and to determine the upper and lower limits of the expected ability.
9. *Revising and Consolidating* (revision and consolidation). Learning units are modified to suit the diverse needs and abilities of students, available resources, and various teaching styles so that the curriculum can suit all types of classes.
10. *Developing a framework* (framework development). After several units have been designed, the curriculum planner must check whether the scope is adequate and the sequence is correct.
11. *Installing and disseminating new units*(installing and deploying new units). Arrange training so that teachers can effectively operate teaching and learning units in their classrooms.

From the steps above, a curriculum can be born that answers the problems felt by teachers in the field so that teachers can carry out their duties more professionally to achieve educational goals. The development of the Hilda Taba curriculum has advantages and disadvantages. Among the advantages are: Sukmadinata (2012) explains the advantages and disadvantages of the teacher's role using a grassroots approach are:

1. The curriculum will be by the needs and developments of the local community or school conditions.
2. The curriculum is by the level and ability of the school, both professional, financial, and managerial abilities.
3. The preparation carried out by the teachers themselves can thus make it easier to implement the curriculum.
4. Generating motivation for teachers to develop themselves, find and create the best curriculum, thus there will be a kind of good competition in curriculum development.

While the weaknesses are:

1. The absence of uniformity, for situations that require uniformity for the sake of national unity and integrity, this form is not appropriate.
2. The absence of the same standard of assessment makes it difficult to compare the condition and progress of a school/region with other schools/regions.
3. There are difficulties if there is a transfer of students to other schools/areas
4. It is difficult to conduct national management and assessment.
5. Not all schools/regions have the readiness to compile and develop their curriculum.

Taba model is an inductive learning model which consists of structured steps which are divided into seven phases. The teacher becomes the driving force for reaching phase by phase through questions posed to students continuously. The main purpose of this model is the development of student's critical thinking skills in addition to complete mastery of the topics discussed. Taba's model is process-oriented.

CONCLUSION

One model of curriculum development that departs from teacher problems is the development model created by Hilda Taba. Hilda Taba believes that Taba uses a grassroots approach to curriculum development. Taba believes curricula should be designed by

teachers and not provided by authorities. According to Taba, teachers should start the process by creating special teaching and learning units for their students in schools and not be involved in general curriculum design. Because of this, Taba adopts an inductive approach that starts with the specifics and builds into a general design. Taba develops the curriculum through clear stages so the development process can be carried out correctly. Hilda Taba's curriculum development model also has advantages and disadvantages, but what needs to be noted is that teachers must start the process by creating special teaching and learning units for their students in schools and not be involved in designing the general curriculum. Taba, therefore, adopts an inductive approach that starts with the specifics and builds into a general design.

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