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Foreword

The role of Educational Technology in teaching is great importance because of the use of Information and communication technologies; therefore it needs continuous research to meet dynamics needs in rapid change environment recently. International research clinic and E&M Seminar in Educational Technology was a two days' workshop and seminars schedule to meet those needs.

Proceedings have been prepared for papers of the keynote speaker, facilitators, and all presenters who have participated in this seminar. In accordance with the title of the seminar an outline of the paper in these proceedings can be grouped on seven topics, namely: Electronic & Mobile (E&M) Learning Design, Electronic & Mobile (E&M) Learning Development, Electronic & Mobile (E&M) Learning Implementation and Management, Electronic & Mobile (E&M) Learning Evaluation, Electronic & Mobile (E&M) Learning Program in Practice, and Trends, Issues in e-Learning Research for Education and Training, and Teaching and Learning Research in Education and Training. Papers were written by various agencies and groups such as lecturers, teachers, researchers, practitioners and observers with a lot of interest in education in Indonesia.

Finally, we realized that these proceedings are far from perfect. To that end, advice and input from all parties is expected to make improvements forward. Finally, we hope that these proceedings may give a significant contribution to improving the quality of education and dissemination of knowledge.

The Organizing Committee of IRCEMLSET

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THE DEVELOPMENT OF CURRICULUM ASPECTS

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Abstract

Achievement of the objectives of lectures by Degeng (1989) was influenced by variable conditions and learning systems. Variable conditions include: 1) the characteristics of students, 2) subjects, and 3) problems. Student characteristics S2 in PPs TP FKIP Unila have a variety S1 graduation. There are from S1 medicine, obstetrics, pure Mathematics, economics, education and others. Behind the diversity there is in common work setting S2 students who study at TP FKIP Unila PPs, that similarity is their work in the field of education. This means that there are differences in prior knowledge S2 students to take a course in curriculum development and learning system. Differences initial knowledge in a lecture needs to be addressed, including through the provision of assistance to students who do not come from the S1 education to be able to take the classes in accordance with the contract that has been set. The next condition variable is a characteristic of the course curriculum development and learning system. Characteristics of the course curriculum development and learning system for S2 students of TP FKIP Unila, in contrast to the same subject in different PPs. The specificity of the core subjects is unification hierarchies, structural and combination of curriculum, development, and its relation to the learning system. That requires a device that is able to accommodate the characteristics of the lecture content as intended. Based on objective analysis of lectures, student characteristics and characteristics variable subjects, concluded needed learning tools for curriculum development with an initial knowledge about curriculum content and its relation to learning systems, development presented by the hierarchy, structural and composite. The aspect of learning as defined had not yet available. That requires the development of learning aspects that can achieve the course objectives to the fullest. The research objective is to develop aspects appropriate in learning curriculum development with student characteristics S2 TP FKIP Unila, the characteristics of the course itself and the existing constraints. To achieve the goal of the development is done using a model of R & D which consists of the stages include product trials. Activities include individual and small group testing, field testing and dissemination in Lampung province. Development produces textbooks that have content validity appropriate for lectures, reading level, the attractiveness of the good category.

Keywords: curriculum development, educational technology.

PRELIMINARY

Lampung University is a state university in the province of Lampung which organizes graduate programs (PPs) educational technology program. The goals of PPs educational technology is to improve the quality of learning and education in Lampung province. To achieve the goals of lectures designed with the subjects that are useful to achieve it, one of the subjects in PPs educational technology is the development of curriculum and learning systems.

The purpose of learning curriculum development system at S2 technology education (TP): 1) have a deep understanding of the concepts and implementation of curriculum and learning systems, 2) have the skills in designing, developing and evaluating the curriculum and learning systems, and 3) have the ability to analyze the

condition of curriculum development and learning system in Indonesia and able to find a solution. This means that this course is needed by students, so that after students have graduated and holds a master's degree, they will be become someone who are very needed for curriculum development both in their workplace and community. The purpose of this learning can be achieved well, if it is supported by aspects learning.

The purpose of the objectives of lectures by Degeng (1989) was influenced by variable conditions and learning systems. Variable conditions include, 1) characteristics of students, 2) subjects, and 3) problems. Many students of S2 in PPs TP FKIP Unila have different background of their S1 educational. There are educated S1 medicine, obstetrics, Pure Mathematics, economics, education and others. Behind the diversity there is in common work setting S2 students who study at TP FKIP Unila PPs, that similarity is their work in the field of education. This means that there are differences in prior knowledge S2 students to take a course in curriculum development and learning system. Differences initial knowledge in a lecture needs to be addressed, including through the provision of assistance to students who do not come from the S1 education to be able to take the classes in accordance with the contract that has been set.

The next condition variable is a characteristic of the course curriculum development. Characteristics of the lesson curriculum development and learning system for students S2 TP FKIP Unila, in contrast to the same subject in different PPs. The specificity of the core subjects is unification hierarchies, structural and combination of curriculum, development, and its relation to the learning system. That requires the media or aspects that is able to accommodate the characteristics of the lecture content as intended.

Based on the objective analysis of lectures, student characteristics and characteristics variable subjects, concluded the needed of learning aspects for curriculum development with an initial knowledge about curriculum content and its relation to learning systems, development presented by the hierarchy, structural and composite. The aspect of learning as defined had not yet available. That requires the development of learning tools that can achieve the course objectives to the fullest.

Research Purposes. The research aims to develop learning aspects for curriculum development and learning system according with the characteristics of students S2 TP FKIP Unila, subject, characteristics and problems.

RESEARCH METHODS

This research designed use Research and Development (R&D), which consists of the step test individuals and small groups, field testing and dissemination in Lampung province (Figure 1). Test individuals and small groups was conducted to determine the attractiveness of design and ease, a field test to determine the understanding convey the reader to the objectives in the textbook. The expert of this evaluation is the Indonesian and media experts. Field test is the alumni and students PPs TP FKIP Unila. The data is used as reference to improve the prototype. The final result as a prototype repairing is a useful device.

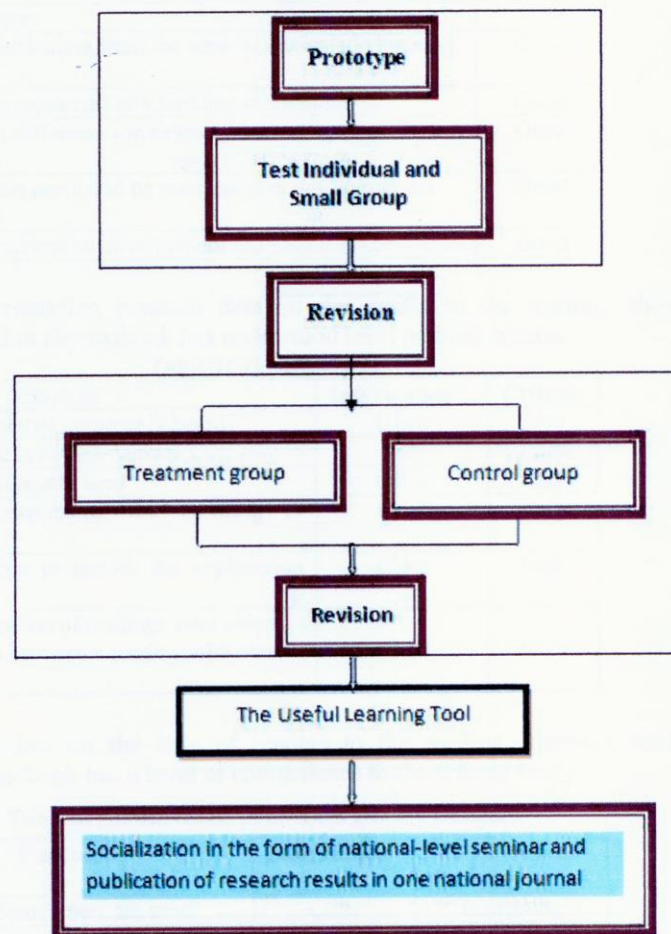


Figure 1: Research and Development Phase

RESEARCH RESULT

Readability is known in two ways: the ease and the understanding readers to the information presented. The attractiveness data can be seen from the designed of textbook. The following is results of data.

Table 1: The Understanding of Data

The Understanding	Criteria
The meaning of the curriculum	Good
Juridical basis for curriculum development	Good
	Good
Function theory curriculum from the view of behaviorism	Good
Function curriculum seen from the view of cognitive learning theory	Good
Function curriculum from the view of constructive	Good

learning theory	
Function curriculum from the view of humanistic learning theory	Good
The main components of a building curriculum	Good
Curriculum differences in terms of the concept model curriculum	Good
The elements needed to be considered in developing the curriculum	Good
Stages of curriculum development	Good

The understanding research data on the reader to the reading, showing readings contained in the textbook has understood level on both criteria.

Table 2: The Ease Data

Content	Information	Criteria
The using of vocabularies commonly heard	Often	Easy
The vocabulary used is already known	Very	Easy
Vocabulary used frequently used	Often	Easy
Clarity sentence expressing the meaning or purpose	Clear	Easy
images used are able to furnish the explanation given	Clear	Easy
The order of presentation of readings were able to link the relationship between a reading with other readings	Clear	Easy

Research data on the ease of readers to the reading, showing readings contained in the textbook has a level of convenience to the criteria easily.

Table 3: Attractiveness of the Data Display Designed

Content	Information	Attractiveness Criteria
Clarity of form letters are used	Clear	interesting
Clarity font size	Clear	interesting
Spaces are used to help comfort reading	Comfort	interesting
Harmonization of colors used	Good	interesting
The clarity of the images used	Clear	interesting
The resulting mold	Clear	interesting
Typesetting used	Good	interesting

Data from research on the design of the display, show display designed textbook had the attractiveness of the criteria level interesting to read.

DISCUSSION

The existence textbook curriculum development required to facilitate the students to achieve the learning objectives of curriculum development. Interested is expected to be achieved, so far students have the knowledge and ability in developing the curriculum.

Some of the elements that needed attention in developing the curriculum, that the Indonesian curriculum should have populist identity, which means that the

curriculum is completely in favor of the students in the cultural and social context of everyday life (Indratno, 2007). In addition to the popular identity, the identity of the most important people of Indonesia is made up of various tribes spread from Sabang to Merauke. However, although the people of Indonesia have diverse in ethnic, language and culture, the people of Indonesia have a close bond with the philosophy of Pancasila. So that content of textbook curriculum development had attended although the curriculum is developed from time to time, it should not be left out is, the curriculum needs to remain a benchmark study Pancasila and insightful vision of democracy.

As it is known that the Indonesian nation is a nation rich in culture, language and customs. In addition to cultural diversity, the Indonesian people have a diversity of natural resources and geography. This means that other elements that need to be considered by the developers of the curriculum that is a reference in the learning curriculum. Applied learning should be that the intellectual life of the nation and promote national culture Indonesia (Soedijarto, 2007). The same thing also expressed by Tirtarahardja and Sulo (2005), the educational efforts directed also to develop the culture. To achieve the objectives as intended, textbook curriculum development needs to present the relationship between theoretical learning to meet the learning objectives.

According Tirtarahardja and La Sulo (2005), education should always anticipate a future state of society, namely 1) the state of the global society, 2) the rapid development of science and technology, 3) the development of a solid and fast communication, and 4) an increase in professional services. This means that the curriculum should be designed besides Indonesia also based on a community-based Indonesian human prepares future.

To achieve the objectives as expected from the presence of the curriculum, the student needs to have knowledge of. Knowledge needs to be owned by the students presented in the textbook with content as follows:

1. The foundation of the philosophy curriculum development;
2. The theoretical underpinnings of curriculum development;
3. The role of learning theory to design learning;
4. Model curriculum development;
5. Evaluate and test in curriculum development;
6. Sources of data, subject to data sources, data processing, and the sample population;
7. Miscellaneous evaluation of learning outcomes.

To support the learning outcomes as expected, textbooks are developed according to the needs should have a good level of legibility by category and has the attractiveness of the good category anyway. Textbook developed in this study has met the criteria of legibility and attractiveness of the good category. Readability textbook using instruments known to ease and understanding reader to the reading textbook. The attractiveness of the design can be seen by the resulting of the display.

CONCLUSION AND FUTURE STUDY

Textbooks curriculum development is a learning resource that contains content, 1) the foundation philosophy of curriculum development, 2) theoretical basis for curriculum development, 3) the role of learning theory to design learning, 4) a

model of curriculum development, 5) evaluation and testing in the development of curriculum, 6) the source of the data, the subject of data sources, data processing, and the sample population, and 7) Miscellaneous evaluation of learning outcomes.

Textbooks need to have good legibility by category and attractiveness of the good category. Textbooks curriculum development results of this study have legibility and attractiveness of the good category.

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