CURRICULUM IN CLASSROOM LEVEL AS A CASE METHOD FRAMEWORK

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INTRODUCTION

The changing times that occur have an impact on existing developments. At least three actions occur related to eras, generations, and sectors (Gandasari, 2023, p. 157), all of which affect our life. Of course, the developments that occur will affect the scope of human life both directly and indirectly, one of which is education. Education is a place to develop abilities both cognitive, affective, and psychomotor (Sönmez, 2017), forming dignity (Green, Coles, Lyiscott, & Ohito, 2021), as well as preserving the culture of society (Giorgetti, Campbell, & Arslan, 2017).

As part of a world citizen, Indonesia has certainly taken action in the scope of education to align itself in the world arena. Other countries also do this in other parts of the world. Education policy is one of the actions taken to adapt to the demands of globalization (Zajda, 2020, 191). Curriculum changes are one example of actions taken to answer the requests of globalization. Curriculum changes produce a curriculum with its characteristics that impact the output (Howson & Kingsbury, 2021), which will also have its features.

Looking at the phenomenon of the relationship between curriculum and education. The curriculum is a body of education. The curriculum is the body of kinematics and the dynamics of education, which implies that education is not constant but experiences movement and change, following the development of science, technology, and information, which also experiences movement and change from time to time (Gandasari, Abdulhak, Djohar & Wahyudin, 2019). Education is a curriculum container because an educational institution carries out the implementation of the curriculum. Implementing the curriculum determines the success of an educational process (McMillan, Little, Conway, & Solman, 2019) carried out by an academic unit. The curriculum implementation carried out by specific academic education units is continued to the grade level. In curriculum implementation, field findings play a role in forming a case that can be used as a framework for case methods to solve educational problems.

The overall presentation leads to the study's focus, namely curriculum, the curriculum at the grade level, and cases that can be used as a framework for case methods as an accompanying impact. Literacy studies are conducted to obtain a comprehensive description of curriculum studies and curriculum implementation at the grade level and cases that occur during curriculum implementation at the grade level. The study aims to gain a deep and comprehensive understanding of the curriculum at the grade level and the findings of curriculum implementation as a framework for case methods to solve educational problems.

METHOD

Research design is carried out using a qualitative approach so that more words than numbers are used. The qualitative research used is general, dynamic, and flexible. The method used to obtain data about the curriculum and the findings of curriculum implementation are carried out using literacy-literature studies. In this case, two things need to be understood: related to literature study and literature study. The literature study in question is used to study reading sources that can provide information that has to do with the problem being researched, while literature study is a series of activities related to methods of collecting library data, reading and recording, and managing research materials. The instruments used are log books and field notes in the form of review book notes.

Data sources are obtained from relevant sources published both online and offline. The power collected undergoes data reduction and is mapped based on data indicators containing three things: theory, implementation, and cases. Data analysis is carried out with a deductive pattern, namely stating the main points and then continuing the explanation of each main point raised. The reference points are based on data indicators. The results of the data analysis obtained are then narrated in the form of data descriptions, and the delivery is carried out comprehensively.

Picture 1
Research Design
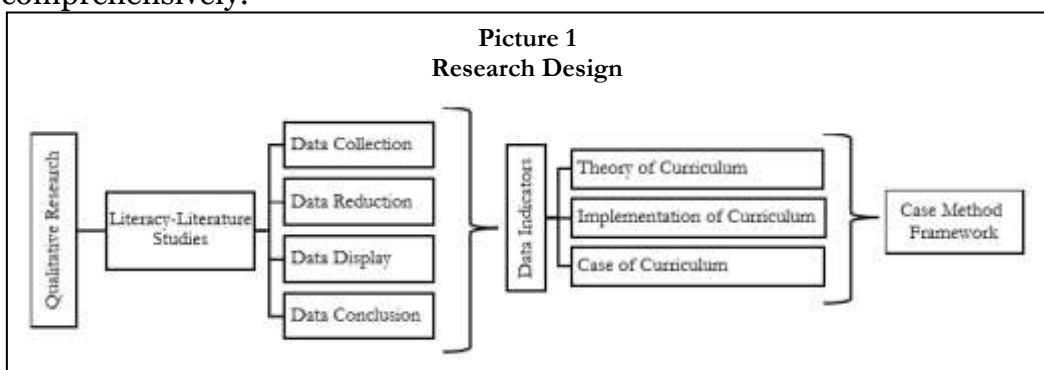
DISCUSSION

The results of research studies show that the curriculum is the body of an educational process; curriculum implementation involves the triangle of curriculum subjects, teachers, learners, and science, and cases that occur in the curriculum implementation process consists of internal cases, namely from the subject and external, namely environment and amusement. Era, generation, and sector all three affect the education sector in which there is a curriculum implementation process and cases that occur as an accompaniment impact.

The curriculum is the body of an educational process, so curriculum and Education are two things that cannot be separated. Theoretically, several curriculum experts put forward the definition of curriculum closely related to curriculum implementation, and shown in Table 1. In the table, the curriculum leaders explicitly provide reinforcement that the curriculum is the body of Education.

Table 1
Curriculum Definition

No	Expert	Description
1	Oliva & William (2013, p. 4)	Curriculum is that which is taught in school.

No		Description
		Curriculum is everything that goes on within the school, including extra-curriculum, class activities, guidance, and interpersonal relationships.
		Curriculum is that which is taught both inside of school and outside of school, directed by the school.
		Curriculum is a series of experiences undergone by leaners in school.
		Curriculum is that which an individual learner experiences as a result of schooling.
2	Print (1993, p. xvii)	All the planned learning opportunities offered by the organization to learners and the experiences learners encounter when the curriculum implemented.
3	Zais (1976, p. 7)	Curriculum is a racecourse of subject metters to be mastered.
4	Beauchamp (1975, p. 7)	Curriculum is a written document which may contain many ingredients, but basically it is a plan for education of pupils during their enrollment in a given school.
5	Schubert (1986, p. 26-33)	The images of curriculum are: Meaningful experience Meaning subject (content or subject matter) Means cultural reproduction means track traversed (curere) Discrete Task and Concept Meaningful intended learning outcomes means program or planned activities Curriculum means Social Reconstruction Agenda (Agenda for Social Reconstruction)

In addition to theory, which provides reinforcement that the curriculum is the body of Education, government policy also plays an important role. This curriculum policy issued by the government affects the curriculum implementation process in education units. Curriculum implementation is a grade-level curriculum involving curriculum subjects, namely teachers, learners, and science. The interaction of the three curriculum subjects drives the curriculum component, which consists of four components, namely the components of objectives, content, methods, and evaluation (Taba, 1962, p. 10). The curriculum components that are driven as a result of the interaction of curriculum subjects are shown in Table 2.

Table 2
The Component of Curriculum

No	Component	Description

1	Goal/Aim/ Purpose/Obje ctive	Descriptions of the achievement of three aspects of competence, namely knowledge, skills, and attitudes, obtained by students in one or more learning activities; arranged by taking into account evidence that can be observed and measured in students, so that students can be declared to achieve a learning goal; and contain two main components, namely competence and scope of material (Ministry of Education and Culture, 2020).
2	Content/Mate rial/Matter/S ubstance	A document containing objectives, steps, and learning media, as well as assessments needed in one unit/topic based on the Learning Objective Flow (ATP); Learning materials to discuss one subject matter, can be in the form of print (articles, comics, infographics) or non-print (audio and video); and a document containing the objectives, steps, learning media and assessments needed to carry out a project to strengthen the Pancasila Student Profile (Ministry of Education and Culture, 2022).
3	Model/Appro ach/ Strategy/Met hod	Learning model describes: three inputs and three outcomes; student knowledge of the success criteria for the task; three phases of the learning process (surface, deep and transfer), with surface and deep learning each comprising an acquisition phase and a consolidation phase; and an environment for the learning (Hattie & Donoghue, 2016, p. 1); Learning approach interpreted as a point of view towards a learning process, which sulks on the view of occurrence processes that are still common to inspire and amplify elections learning strategies and methods with certain theoretical coverage (Urhahne, 2020, p. 1-2); Learning strategy are some of the ways chosen for deliver subject matter in specific learning environments, which includes the nature, scope, and sequence of activities that can provide an experience learning to learners (Hidayat, Kholis, Hanu, & Sibarani, 2023, p. 910); Learning method as the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed (Landøy, Popa & Repanovici, 2020, p. 140)
5	Assessment/ Evaluation	Assessment is a process of collecting, reviewing and using data, for the purpose of improvement in the current performance; Evaluation is described

as an act of passing judgement on the basis of set of standards (Surbhi, 2017).

Curriculum components are driven as a result of the interaction of curriculum subjects. Implementing the curriculum has a remarkable impact that raises a unique case of the educational process at the education level unit. The case in implementing the curriculum at the education level is closely related to the characteristics of learners, as shown in Table 3.

Table 3
The Curriculum Implementation in School Level

No	Level of School	Implementation Situation in School
1	Early Childhood (Savitra, 2023)	Fostering children's curiosity
		Understand the personal uniqueness of the child
		Facilitate concrete thinking of children
		Understand the egocentric nature that children have
		Facilitate children's fantasies and imaginations
		Understand the active and energetic nature of the child
		Facilitates the adventurous spirit of children
		Doing learning many things using the body including the five senses
		Understand the shortness of concentration power
		Giving the opportunity to be part of a social being
		Understand the spontaneous nature of the child
		Facilitates high enthusiasm for learning children
		Understand the lack of consideration that children still have
		Early childhood emphasis is the most potential learning period
		Understand the easily frustrated nature that children have
2	Primary/Elementary School (Arifin, 2023)	Understand the nature of love to move that students have
		Understand the playful nature of students
		Give students the opportunity to imagine and create
		Facilitate students to do things directly
		Facilitate students working in groups
3	Secondary/Senior High School (Muttaqin, 2023)	Understand that students' physique is developing
		Helps students experience intellectual development

5	Higher Education (LP3I, 2020)	Facilitate students to have social and moral thinking
		Understand the peak period of emotionality
		Understand students are in a time of sexual orientation and sensuality
		Guiding the development of religion and belief
		Facilitates the development of critical thinking
		Gives the opportunity to become independent
		Facilitate to be good at communicating
		Gives the opportunity to be Creative
		Gives the opportunity to be Care
		Gives the opportunity to be Confidence
		Create an adaptable environment

In addition to cases at the educational level related to the characteristics of learners, there are exceptional cases that are often at the grade level of school. Some issues at the grade level are shown in Table 4.

Table 4
The Curriculum Implementation in Classroom Level

No	Classroom	Implementation in Classroom
1	Early Childhood Classroom	Child development (Manas, 2020)
		Childhood mathematics (Lundqvist, Franzén, & Munter, 2021)
		The physical and psychological readiness (Lumaurridlo, Retnawati, Kistoro, & Putranta, 2021)
		Building resilience (Beers, 2018)
2	Primary/Elementary Classroom	The education character in Indonesia Elementary School (Aningsih, Zulela, Neolaka, Iasha & Setiawan, 2022)
		Operational curriculum based the Multiple Intelligences theory in Elementary School (Gandasari, Wahyudin, Abdulhak & Djohar, 2022)
		Elementary school case studies in Chicago (Allensworth, 2019)
		Case Study Method in Primary School (Ütkür, Kabapınar & Öndeer, 2019)
3	Secondary/Senior Classroom	Students' Speaking Skill (Elisa, 2019)
		Mathematics Achievement (Wijaya, Rahmadi, Chotimah, Jailani, & Wutsqa, 2022)
		Health and wellbeing (Meiklejohn, Peeters, & Palermo, 2020)
		Getting Classics into Classroom (Hunt, 2018)
5	Higher Education Classroom	Critical Thinking (Supiandi, Bustami, Utami, Syafruddin & Elisabeth, 2022)
		Merdeka Curriculum (Gandasari, 2022, p. 107-116)
		Specialization Models (Cesur & Iscan, 2022)

STEM education (Halminton, Dwyer, Leavy, Hourigan, Carroll & Corry, 2021).

The results of this qualitative research illustrate that the curriculum influences and impacts education. This influence cannot be separated from the three main things of education as internal factors: educators, learners, and science. Of course, the educational process involves internal factors. This is inseparable from external factors, namely eras, generations, and sectors.

CONCLUSION

Education is a place to develop cognitive, affective, and psychomotor abilities, forming dignity, and preserving the culture of society. Three developments occur related to eras, generations, and sectors that influence. The impact can be seen in how education can develop the cognitive, affective, and psychomotor abilities of its students, how education can help learners to be able to form dignity and can make students cadres in preserving community culture. The whole is in the container of the curriculum as the body of education visible in the educational process. The educational process must be packaged in such a way that the results of education impact the person concerned and, more broadly, impact the nation and state.

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