Nature School Curriculum Model: Study of Curriculum Development
(Case Study at Al Izzah Nature School, Sidoarjo)

Rofiatul Hosna,[1] Ghunniyatul Karimah[2]

[1]*Universitas Hasyim Asy'ari Jombang,* [2]*Universitas Hasyim Asy'ari Jombang*
rofiatulhosna@gmail.com

Abstract

Schools are a strategic tool for building the next generation of the nation, the main focus is character education. Strengthening moral education or character education in the current context is very relevant to overcoming the moral crisis that is happening in our country. Of course these goals can be effective if the child is not only stuffed with lessons like in ordinary schools, but also concrete objects are introduced. So that understanding is more complete. Therefore, the School of Nature is present amid the decline in the quality of education in Indonesia, which is a relic of the Netherlands and Japan. The purpose of this study was to determine the curriculum model, the curriculum development process and the factors that support and inhibit the curriculum development process at the Al-Izzah Nature School Sidoarjo. The method I use in this research is descriptive qualitative method. Data collection techniques used in this study are documentation, namely by gathering information from research in the field related to the topic and analyzing it. The results of the analysis concluded that the curriculum model used in the Al-Izzah Nature School Sidoarjo Elementary School was a Humanistic curriculum, with the curriculum development process being the Grass Roots model and the interpersonal relationship model. And the supporting factors in the curriculum development process are. And the factors which become obstacles in the curriculum development process are the facilities used in out bond or camping activities are not yet available.

Keywords*: Model, Curriculum Development, School Nature*

Inrtoduction

One parameter to measure the level of progress of a country is Human Resources (HR). Touching about HR certainly is not far related to education. Schools are a strategic tool for building the next generation of the nation where the main focus is character education. Strengthening moral education or character education in the current context is very relevant to overcoming the moral crisis that is happening in our country.

The natural school was founded as a reaction to the school system in Indonesia which is increasingly isolated from the environment. Where our current school system only prepares students as workers who are forced to swallow as much material as possible. The learning process in class generally only expresses concepts in a material. Of course, this lack of insight explores student knowledge, attitudes and behavior.

Therefore teachers must have an appropriate learning model when delivering a lesson to students, so that students become familiar with the lessons conveyed by the teacher. While understanding the wrapper or frame learning model of an approach, method, and learning technique.[1]

From this background, researchers are interested in conducting research with the title: "The Natural School Curriculum Model: A Study of the Development of the Al-Izzah Nature School Sidoarjo Elementary School". The model can be interpreted as a conceptual framework that is used as a guide in carrying out activities. It also can be understood as a type of design or description of a simplified system can explain and show the nature of the original form.[2] According to Oemar Hamalik the curriculum model can be categorized into four general categories, namely humanistic, social reconstruction, technology, and academic. Each category has a difference in what must be taught, by whom to be taught, when, and how to teach it.[3] Agree with that Nana Syaodih also categorizes the curriculum into four namely academic, humanistic, technological and social reconstruction subjects.[4]

Curriculum development is the process of curriculum planning in order to produce broad and specific curriculum plans. This process is related to the selection and organization of various components of the teaching and learning situation including the determination of curriculum organizing schedules and the recommended goal specifications, subjects, activities, sources and measuring tools for curriculum development that refer to the creation of unit resources, unit plans, and lines other dual curriculum lessons, to facilitate the teaching and learning process.[5] Basically curriculum development is to direct the current curriculum to the expected educational goals because of the various positive influences that come from outside or from within, with the hope that students

The Natural School Curriculum Model The model is a theoretical construction of the concept. Many models can be used in curriculum development. In choosing a curriculum model not only based on its strengths and weaknesses, but also must consider

---

[1] Rofiatul Hosna dan Samsul, *"The Art of learning"*, (Jombang: Multazam:2013), 210

[2] Komaruddin, *Kamus Karya Tulis Ilmiah*, (Jakarta: Bumi Aksara, 2000), h.152

[3] Oemar Hamalik, *Dasar-dasar Pengembangan Kurikulum,* (Bandung: Remaja Rosdakarya, 2013), h.143

[4] Nana Syaodih Sukmadinata. *Pengembangan Kurikulum: Teori dan Praktek.* (Bandung: PT Remaja Rosdakarya, 2013), h.81

[5] Abdullah Idi, *Pengembangan Kurikulum Teori dan Praktek,* (Jakarta: PT. Raja Grafindo, 2014), 38.

with which education system and education management system adopted and which educational concept models are used. The model of curriculum development in the education and management system which is centralized is different from the decentralized one.

Development in curricula that are academic subject in contrast to curricula that are humanistic, technological and social reconstruction.[6] According to Robert S. Zain in Dakir, various models in curriculum development are outlined as follows.[7] 1) Administrative Model The administrative model is also called the staff line model or topdown from the top down. Curriculum development is carried out as follows: a. The supervisor forms a team consisting of top-ranking officials in charge (education supervisors, school principals, and core teachers). b. The team planned the concept of general goal formulation and the formulation of philosophy followed. c. A number of working groups have been formed whose members consist of curriculum specialists and teaching staff whose task is to formulate specific objectives, GBPP, and learning activities. d. The work of point 3 was revised by the team based on experience or the results of the try out e. After the try out conducted by several school principals, and has been revised as necessary, then the curriculum is implemented. 2) Model from the Bottom (Grass-Roots) a. Development initiatives come from below (teachers) b. Teaching teams from several schools plus other resource persons from students' parents or relevant wider community.

Natural schools can be an alternative school that can bring children to be more creative, dare to express their desires and lead children to positive things. Natural schools tend to free children's creative desires so that children will discover for themselves the more talents and abilities they have.[8]

As a natural school, the school landscape is the heart of the school. One with the soul of the school and harmony with nature. The essence of the concept is a school based on the concept of education that utilizes the universe. The basis of this concept is the verses of the Koran which contain the essence that human creation is to be a leader on earth.

---

[6] Nana Syaodih Sukmadinata. *Pengembangan Kurikulum: Teori dan Praktek.* (Bandung: PT Remaja Rosdakarya, 2013), 81.

[7] Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: PT Rineka Cipta, 2004), 95.

[8] Satmoko Budi Santoso, *Sekolah Alternatif, Mengapa Tidak?* (Yogyakarta : Diva Press, 2010), 12.

Allah SWT created man on the face of the earth so that man could become a caliph on the face of the earth. The Caliph is meant here is that humans were created to be rulers who govern anything on earth, such as plants, animals, forests, seas, rivers, mountains, and humans should be able to take advantage of everything on earth for their benefit.

If humans have been able to carry it all out correctly then the provisions that make humans as caliphs on earth are really carried out properly by these humans. Meanwhile, according to Syamsul Arifin, natural schools are nature-based schools and use nature as a method of learning. Natural schools not only try to bring students closer to nature, more than that, this school tries to use nature as a cheap medium to transfer knowledge to students optimally. Students are given the freedom to express their creativity according to their talents and abilities. That is why most of the learning activities are carried out outdoors. Students are invited to directly study in the forest, mountains and sea. Nature gives a lot of inspiration and invites realistic thinking. Children are invited to be closer to nature so that he is expected to grow into a wise person.[9]

The natural school stems from dissatisfaction with the existing education system. The natural school was formed to realize the dream of a dream school that is a superior school but does not drain the pockets, schools that provide life lessons not to pursue values, schools that give birth to leaders do not print unemployment, and also schools that are fun and not constrain.

School of nature is an educational model that seeks to adapt what has been proven by the Prophet Muhammad in his time to the present. Natural schools are developed to develop basic abilities in children that make them proactive and adaptive to environmental changes.[10] Basically, the natural school was established aiming to educate people who believe and fear God and have a morality. In accordance with the word of God above that what is in the universe provides a lesson, according to the signs of greatness, of course, for those who think.

Basically, the existence of natural schools in their curriculum goals includes the creation of good character, mastery of knowledge and the creation of an adequate understanding of leadership. Whatever the background of the students concerned, the natural school as a place of learning is an estuary for the creation of good morals.

---

[9]Syamsul Arifin, *Tesis: Pembelajaran Pendidikan Agama Islam Integratif di SMA Islam Al-Izhar Pondok Labu.* (Jakarta: Sekolah Pascasarjana UIN Syarif Hidayatullah. 2009), 62.

[10] Perdana, Teguh Iman dan Vera Wahyudi. *Menemukan Sekolah yang Membebaskan.* (Jakarta: Kawan Pustaka. 2004), 22.

Therefore, in natural schools, one of the curriculums is based on religious education that meets the requirements. Students are expected to master knowledge well.[11]

Although studying in schools based on natural curriculum, students are also required to master adequate knowledge. One thing that cannot be missed from the existence of a natural school is its commitment to creating an adequate understanding of leadership. More specifically, students are not formed into followers of certain products. They are directed to become innovators who have leadership. The context of leadership here is not only able to lead socially, but also for himself.

The orientation is to make children more friendly and respectful of the environment. Besides focusing more on the strengths that children have with action learning methodology, the peak is creating and making something new from materials available in nature, whether in the form of trees, fruit, or others. So that in the real world the target is coming out, it is expected that students will be able to become pious children who have environmental love criteria, be an innovator in terms of teamwork leadership and at the same time able to do business in real practice.[12]

Nature-based school is one of the alternative schools that emerged as an antithesis and concern for the conventional education system that has been running. The process of education in the Natural School is very concerned about the potential of each individual, the freedom to actualize themselves according to his creativity so as to create a pleasant learning atmosphere. As Rogers put it with his personal-centered theory. Rogers calls himself a person who holds a humanistic outlook in contemporary psychology.[13]

In humanistic psychology strongly opposes the conception of robots about humans that are described in behaviorism. Humanistic psychology is more hopeful and optimistic about humans.[14] He believes that in everyone there are potentials to be healthy and grow creatively. Failure to realize these potentials is caused by the entangled and erroneous effects of the training given by parents, as well as other social influences. In addition, Rogers also advocated an educational approach should try to make teaching and learning more human, more personal and meaningful.

---

[11] Satmoko Budi Santoso, *Sekolah Alternatif, Mengapa Tidak?* (Yogakarta : Diva Press, 2010), 18.

[12] Septriana, *Lendonovo Sebuah Novel Tentang Dia.* Penggagas Sekolah Alam, (Bogor: SoU Publisher, 2009),h. 90

[13] Calvin S. Hall & Gardner Lindzey, *Teori-Teori Holistik Organismik-Fenomenologis* .(Yogyakarta: Kanisius, 1993), 125.

[14] Lindzey. 125.

Methods

Based on the thesis title that the writer will examine, namely "The Natural School Curriculum Model: A Study of the Development of the Al-Izzah Nature School Sidoarjo Elementary School", this study uses a descriptive qualitative method.

The data needed in this study was obtained with documentation. This method is considered effective in analyzing the main sources in order to obtain data. As for the method used for data analysis is a descriptive method. Descriptive method is to describe the conception of the curriculum model, curriculum development in the School of Nature.

Research Result

The Al-Izzah School of Nature Elementary School Curriculum Model

The Curriculum Model is an important part of an educational institution. Because by using certain curriculum models will be able to maximize the potential possessed by students. The environment also plays a major role in determining the curriculum model used because each environment has its own potential. Different environments can produce different curriculum models. One of them was at the Al-Izzah School of Nature.

The curriculum model used is a humanistic curriculum model because the learning process is very focused on student activities. The teacher here is only a facilitator whose task is to observe student progress. There is no compulsion for students to master all subject matter. Students serve as subjects to find their own talents and interests. For the flow of this curriculum is a flow of radical criticism that considers education as an effort to help children discover and develop their own potential.

The humanistic curriculum starts from the assumption that the child or student is first and foremost in education. He is a subject that is the center of educational activities. They believe that students have the potential, have the ability, and the strength to develop. Humanist educators also hold to the Gestalt concept, that the individual or child is a comprehensive whole. Education is directed at fostering a whole human being not only in physical and intellectual terms but also in terms of social and affective aspects (emotions, attitudes, feelings, values, etc.).[15]

---

[15] Nana Syaodih Sukmadinata. *Pengembangan Kurikulum: Teori dan Praktek*. (Bandung: PT Remaja Rosdakarya, 2013), h.81

In addition, the method uses a thematic curriculum or web spider. Thematic curriculum is a curriculum that contains integrated learning concepts that use themes to link several subjects so as to provide meaningful experiences to students

With thematic learning, the teacher can provide full space for students to explore their ideas. Elementary School students at Al-Izzah School are free to do any activities as long as the activities are in accordance with the themes discussed. In addition, students are also allowed to outing the class personally as long as there is accountability from the student's guardian. On the other hand to get legality from the government, the curriculum at SD Al-Izzah School of Nature was included in the 2013 curriculum. However, in practice it uses thematic.

1. Curriculum Objectives

Curriculum objectives are targets to be achieved in a curriculum. Curriculum objectives have an important and strategic role because they will direct and influence other curriculum components. This goal itself will be implemented into a program that will be implemented by students.

The purpose of the Al-Izzah School of Nature elementary school curriculum is how students can discover their talents and become the Qur'an's Tahfidz. There are two types of talent that will be sought, namely job talent and talent nature. Job talent is where students like or are experts in a job such as drawing, sports, or counting. While talent is the nature of how students react when faced with a problem. The talents and characteristics that emerge will be data going forward to make it easier for students to hone their potential.

In addition, with various activities undertaken, students will be trained on how to be independent, disciplined and responsible. This is done so that in the future children can socialize well in the community.

2. Curriculum Content

The curriculum content is an arrangement of experience and standard knowledge that students must deliver and do. The curriculum content is closely related to the quality of activities and learning experiences of students. Selected and arranged in such a way as to be developed more broadly and in depth so that students get something valuable from the educational program that is run. The content of the curriculum itself includes the subjects students must learn and the content of each subject's program. SD Al-Izzah School uses a thematic curriculum. This theme is in line with the themes in the 2013 Curriculum and was developed by the facilitators

themselves. There are 6 themes used: flora, fauna, humans, objects, environment, and Indonesia.

The contents of the Al-Izzah School of Nature elementary school curriculum include 4 things: morals, science, leadership, and entrepreneurship. The contents of the curriculum are applied to different program activities.

SD Alam Al-Izzah Elementary School has special subjects and daily lesson schedules as in general schools. The difference at SD Alam Al-Izzah School is adding the tahfidz curriculum. There are many program activities carried out by SD Alam Al-Izzah School. The program is carried out in accordance with the allotted time. In addition to honing students' abilities, the program is also intended to strengthen the relationship between the facilitator and the student's guardian, also between the student's guardian and student's guardian.

3. Learning Process

The process of implementing the curriculum must show the existence of learning activities, namely the efforts of teachers to learn learners both through various activities. In this case the teacher is required to use various strategies, methods, and learning media. The learning process at SD Alam Al-Izzah Elementary School prioritizes activities outside the classroom. The activities carried out are based on the topic of the theme discussed. The content of the Al-Izzah School of Nature elementary school curriculum can be applied to the topic. Each curriculum content uses a different method in learning.

There are three methods used, namely problem solving methods, role models and learning with nature. Students explore, explore, conclude, and find solutions to a problem related to a predetermined theme. So they don't just memorize but they find problems and then combine them with theory. After that they concluded and sought a solution. While the role model was used by all stakeholders in the SD Alam Al-Izzah Elementary School. The facilitator and student guardians must be good examples for students.

Therefore teachers must have an appropriate learning model when delivering a lesson to students, so that students become familiar with the lessons conveyed by the teacher. While understanding the wrapper or frame learning model of an approach, method, and learning technique.[16]

---

[16] Rofiatul Hosna dan Samsul, "*The Art of Learning*", (Jombang: Multazam:2013) , 210.

Learning time starts at 8:00 in the morning and ends when the call to prayer. Learning activities closed with Asr prayer in congregation. Following is the daily learning schedule of the SD Alam Al-Izzah School:

But the schedule is not standard. Depending on the daily activity created by the facilitator from each class. Learning resources are used by the majority of the surrounding environment. Apart from the surrounding environment, during outing class students also get direct learning from personal teachers.

4. Evaluation

To find out the effectiveness of the curriculum and in an effort to improve and improve the curriculum, evaluation is needed. Evaluations include students, facilitators and programs.

The evaluation used for students prioritizes the findings at the time of the activity rather than using a written test. Because it is in accordance with the curriculum objectives of the SD Al-Izzah School of Nature itself, it is more effective if the evaluation uses the findings method for students. However, a written evaluation still exists, namely working on questions from the Ministry of National Education. There is some time spent on evaluation. Weekly evaluations done with parents (work with parents) and evaluation for each trimester and semester.

The forms of reports given to students are academic report cards according to national education standards and a typical school report card in the form of student portfolios.

Based on research conducted by researchers, there are 2 models of curriculum development that are used by the SD Al-Izzah School of Nature namely the Grass Roots model and the interpersonal relationship model. In the preparation using the Grass Roots model, while the implementation can also be categorized into interpersonal relationship models.

The Grass Roots model is a curriculum development model from the bottom or from schools. The school has full authority over its development. The government or service curriculum is only used as a benchmark. The development carried out is by the teacher himself. Related to the thematic curriculum model, the teacher plays a very vital role in the development of the curriculum itself, namely in the making of topics from the specified themes.[17]

---

[17] Dakir, *Perencanaan dan Pengembangan Kurikulum*, (Jakarta: PT Rineka Cipta, 2004), 95.

The interpersonal relationship model is a curriculum development model that focuses on the relationship between stakeholders.[18] This curriculum develops individuals flexibly to changes by training themselves to communicate interpersonally. The teacher has a close relationship with students and guardians of students. There are several SD Alam Al-Izzah Elementary School activities programs specifically aimed at student guardians. This certainly adds to the intimacy between the teacher and the student's guardian and between the student's guardian and the student's guardian.

Factors that support and hinder the process of curriculum development at the Al-Izzah School of Nature 1. Supporting factors in the curriculum development process In developing the Nature-based Curriculum, SD Al-Izzah School of Nature has a very supportive learning environment. The school area is close to the railroad tracks, rivers, rice fields and school grounds are also very broad. Because it is based on nature, of course the environmental conditions are very supportive in the learning process. This school is also located in the middle of rice fields, of course students can learn quietly, and away from the hustle and bustle of the city even though occasionally the sound of trains passing by. 2. The inhibiting factor in the curriculum development process In the development of the Al-Izzah School of Nature Elementary School curriculum it does not always run smoothly. There are several problems that occur. For example, because this school is based on nature, sometimes natural conditions do not allow it. Like rain. So the planned outing class activity failed. And students only learn through books or videos. Not experiencing firsthand what he learned. Since it was just established, of course, this school still has shortcomings in facilities. Such as tents for out bonding activities, poorly maintained mini zoo, arid school environment, mosques and classes that are less comfortable because it is still under construction. So, because the mosque was still under construction, there was a prayer in congregation in each class and in the school hall.

---

[18]Dakir, 95.

Conclusion

Based on the data presentation and data analysis presented above, the researchers concluded as follows:

1. The curriculum model used by SD Alam Al-Izzah School is the Humanistic Curriculum.

2. Development of the Al-Izzah School of Nature Elementary School curriculum in the planning process, organized based on 6 themes: flora, fauna, humans, objects, environment, and Indonesia. And the Tahfidz curriculum is a hallmark of SD Al-Izzah School of Nature. Of the four curriculum components, namely: objectives, content, learning process, and evaluation that have the most development experience is the curriculum learning process. As a Natural School that carries out the learning process with a thematic curriculum, the characteristics of the school are:

   a. Logic (science) curriculum. This curriculum can be achieved through Nature Sharing Learning (BBA) activities

   b. Moral Curriculum. The application of the moral curriculum can be achieved through example. Besides that students are also required to memorize the Qur'an through the Tahfidzul Qur'an program. This is one of the advantages possessed by Al-Izzah Nature School Elementary School compared to other natural schools

   c. Leadership Curriculum. To realize this curriculum students take part in outbound or outing activities.

   d. Entrepreneurship / Business Curriculum. This activity is usually the children will learn directly from experts about doing business (Learning from Maestro). So their Facilitators are not just Ustadz / ustadzah at school. But anyone they consider to be a teacher should be taken from him.

3. The supporting factors in the curriculum development process are the environmental conditions around the school that support the nature-based learning process. And the factors which become obstacles in the curriculum development process are the facilities used in out bond or camping activities are not yet available.

Bibliography

Arifin, Syamsul. 2009. *Tesis: Pembelajaran Pendidikan Agama Islam Integratif di SMA Islam Al-Izhar Pondok Labu.* (Jakarta: Sekolah Pascasarjana UIN Syarif Hidayatullah.

Dakir. 2004. *Perencanaan dan Pengembangan Kurikulum.* Jakarta: PT Rineka Cipta.

Hall, Calvin S & Gardner Lindzey. 2010. *Teori-Teori Holistik Organismik-Fenomenologis.* Yogyakarta: Kanisius

Hamalik, Oemar. 2013. *Dasar-Dasar Pengembangan Kurikulum,* (Bandung: Remaja Rosdakarya

Hosna, Rofiatul dan Samsul. 2013. "*The Art of Learning*", Jombang: Multazam ,

Idi, Abdullah. 2014. *Pengembangan Kurikulum Teori dan Praktek.* Jakarta: PT. Raja Grafindo.

Septriana. 2009. Lendonovo Sebuah Novel Tentang Dia. Penggagas Sekolah Alam, Bogor: SoU Publisher

Sukmadinata, Nana Syaodih. 2013. *Pengembangan Kurikulum: Teori dan Praktek.* Bandung: PT Remaja Rosdakarya

Yamin, Moh. 2012. *Sekolah yang Membebaskan.* Malang: Madani.