

THE POLICY OF CURRICULUM DEVELOPMENT IN EDUCATION MANAGEMENT FOR CADET OF INDONESIAN NAVAL ACADEMY

Wahrobun¹, H. Rufi'i², Muhammad Muhyi³

PGRI Adi Buana University, UNIPA Surabaya Indonesia

ABSTRACT

Graduates of the Surabaya Naval Academy in the next 25 years will occupy the leadership of the Navy's organization with all its complexity and problems. So that the nurturing method implemented at the Indonesian Navy Academy will greatly affect the results of the cadets. The aim of this research is to develop a product for developing cadet Caregiving curriculum based on curriculum developed theories. The method used in this research is descriptive qualitative by carrying out open and closed questionnaires and data triangulation validation. The results showed that the validation of the experts obtained results; 88% design, 90% content, 88% linguistics and 94% material presentation. While the results of field trials: individual test 91.75%, small group test 93.55% and large group test 89.25%. The average results of expert validation and field tests were 90.65%. So that the factors developed during the development of the AAL cadet parenting curriculum are design aspects including feasible categories, content aspects including feasible categories, linguistic aspects including feasible categories and aspects of material presentation including feasible categories so that the AAL cadet parenting curriculum is feasible to use.

Keywords: *Curriculum development, Parenting Curriculum, Military Academy Youth Navy.*

1. INTRODUCTION

Graduates of the Surabaya Naval Academy (AAL) in the next 25 years will occupy the leadership of the Navy organization with all its complexity and problems. Along with the rapid development of the strategic environment and advances in science and technology will dramatically impact doctrines, strategies, tactics and techniques including the management of national defense. The Naval Academy (AAL) is one of the educational institutions within the Navy that has a very large role and function, especially in preparing and printing the human resources of officers who are responsive and *trennginas* as well as mastering adequate knowledge, skills and personalities in accordance with developing science and technology as professional sea warriors. In other words, AAL graduates are directed to have professional competence as officers with the rank of Second Lieutenant and have academic competence by obtaining a Bachelor of Applied Defense (S.Tr.han) and have a personality that is characterized as a cadre of prospective national leaders.

In order to prepare a cadre of prospective national leaders, education at AAL uses a method called *neutering*. Parenting is an activity that has a very large role in the formation of the personality of the cadets. The main guardian of care at the Naval Academy is the AAL Regiment. In addition to care in the AAL Regiment, there is also support for care in the Regiment, namely care in five study programs at AAL, namely 1) the Study Program for Marine Defense Management, 2) the Battleship Engineering Study Program, 3) the Battleship Electronics Engineering Study Program, 4) Study Program of Logistics Management and Finance of the Ocean

Matrix, 5) Study Program of Defense Management of the Marine Aspect of Land Aspect.

The curriculum for teaching and training at this time are as follows: 1) Decision on Kasal Number Kep / 491 / IV / 2013 April 19, 2013 About Book I (Educational Programs, and Main Learning Framework) and Book II (Educational Programs and Value Values) Education Naval Academy Naval Academy Naval Seaman Academy Study Program for Marine Defense Management. 2) Kasal Decree Number Kep / 492 / IV / 2013 April 19, 2013 About Book I (Educational Programs and Basic Study Framework) and Book II (Educational Events and Value Values) Naval Academy Education Naval Academy Level Engineering Academy Study Program Ship Engineering War. 3) Kasal Decree Number Kep / 493 / IV / 2013 April 19, 2013 About Book I (Educational Program and Main Course) and Book II (Educational Event and Value Price) Academic Education of the Indonesian Navy Academy Academic Corps Level Electronic Ship Electronic Engineering Study Program War. 4) Kasal Decree Number Kep / 494 / IV / 2013 April 19, 2013 About Book I (Educational Programs, and Main Course) and Book II (Educational Events and Value Values) Academic Education For AI AI Academic Level Corps Supply Study Management Program Logistics And Matra Laut Finance. 5) Kasal Decree Number Kep / 495 / IV / 2013 April 19, 2013 Concerning Book I (Education Program and Main Course) and Book II (Educational Event and Value Value) of the Indonesian Navy Academy Academic Education Marine Corps Academy Marine Defense Study Program Marine Aspects of the Land.

The care activities carried out at the AAL Regiment, currently do not have structured and legal programs and guidelines. In other words, the

implementation of care in the AAL Regiment is not yet available in the core curriculum. With the availability of a cadet parenting curriculum it is hoped that parenting activities will be more focused, directed and have legal guidelines. The AAL cadet parenting curriculum can also be used as a reference for implementing care in five study programs at AAL. Considering the aforementioned matters, it is very important to carry out the Development of the Navy Academy Youth Caregiving Curriculum.

This study also refers to previous studies such as research with titles Curriculum Development: Teacher Involvement in Curriculum Development (Alsubaie, 2016), The Instrument Development to Evaluate Local Curriculum in Indonesia (Andrian & Hadi, 2018), The Development Of Character Education Curriculum For Elementary Student In West Sumatera (Hidayati & Rukun, 2014), A Trial for Curriculum Development: The Effect of Educational Philosophy Curriculum on the Attitudes towards Course and Educational Views (Kumral, 2016), Evaluation of Curriculum Development Process (Hussain, 2011), The Development of a National Curriculum in Technology for New Zealand (Jones, 2003).

This research is divided into four phases, phase 1 introduction, step 2 material and methodology, step 3 results and discussion and final stage are conclusions and suggestions.

2. MATERIALS AND METHODS

2.1. Development Research.

Development research or known as design research is research based on research objectives that have the design process as an important stage in the research (Friga, 2016). As for some understanding of development research from several experts (Khan, 2011). According to Plomp development research are: A systematic study of designing, developing and evaluating educational interventions (such as programs, strategies and learning materials, products and systems) as a solution to solving complex problems in educational practice, which also aims to advance our knowledge of characteristics from these interventions and the design and development process.

Meanwhile, according to Borg and Gall (2012), development research is a process used to develop and validate educational products. This research follows a cyclical steps (Suharsimi, 2010). These research steps or development processes consist of a study of the research findings of the product to be developed, developing a product based on these findings, conducting a field trial in the setting in which the product will be used, and revising the results of the field test. Borg and Gall (1983: 772) defines development research as follows: Educational Research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed,

developing the products based on these findings, field testing it in the setting where it will be used later, and revising it to correct the deficiencies found in the field-testing stage. In a more rigorous program of R&D, this cycle is repeated until the field-test data indicate that the product meets its behaviorally defined objectives (Prasetyo, 2019).

2.2. Curriculum.

The definition of curriculum was stated by George A. Beauchamp (in Sudrajat, 2008) that: "A Curricular is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in giving school". Here the curriculum is seen as a lesson plan in a school (Patankar, 2013). Whereas Caswel and Campbell (in Sudrajat, 2008) said that the curriculum ... to be composed of all the experiences of children has under the guidance of teachers. Reinforced by the thoughts of Ronald C. Doll (in Sudrajat, 2008) who said that: "... the curriculum has changed from content of courses study and list of subjects and courses to all experiences which are offered to learners under the auspices or direction of school "The above understanding says the curriculum is considered more as an experience or something really happened in the education process. All experiences provided for students are arranged in a list of subject matter. In the National Education System Law Number 20 Year 2003 states that: "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used to guide the implementation of learning to achieve certain educational goals" (Alsubei & Ayeshe, 2016) from the various kinds of curriculum understanding above we can conclude that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials and methods, which are used as guidelines in the implementation of learning to achieve certain educational goals (Surendra, 2010). The term curriculum at AAL is called Book I which contains an Educational Program (PP) and Principal Study Framework (RPP) while the elaboration in each of these courses becomes an Educational Event and the price value is called Book II, the Teaching Program is called Book III, and the Study Framework is Decomposed , the class schedule is called Book IV.

2.3. The Curriculum Development.

Curriculum development procedures can be interpreted from two types of processes, namely development in terms of engineering and development in the sense of construction (Mohanasundaram, 2018). Whereas curriculum development is based on management principles in accordance with management functions: a) Curriculum planning, designed based on needs analysis, using specific models and referring to an effective curriculum design, b) Organizing curriculum structured both structurally and functionally, c)

Implementation, namely the implementation of the curriculum in the field, d) Tranquility in curriculum development, e) Curriculum control that includes evaluation of the curriculum, f) Mechanism of curriculum development as a whole (Hamalik, 2017: 133).

Curriculum development plays an important role both in determining educational policy in general, and in decision making in the curriculum (Carl, 2005). Results Curriculum development can be used by education policy holders and curriculum developers in selecting and determining education system development policies and developing the curriculum model used. R.A. Becher, an education expert from the University of Sussex, England stated that each curriculum development program has certain styles and characteristics, and the development of the program will show the same style and characteristics (Nana Syaodih, 2006: 173).

2.4. Parenting Care

Nurturing is very important in producing reliable human beings (Bernier, 2010). Parenting as one of the programs in the implementation of AAL Youth Education focuses on the cultivation of leadership character. In order to realize the Navy officers who are future leaders with the spirit of Pancasila and Sapta Marga, the implementation of the Taruna parenting program at AAL pays attention to some of the rationale as explained below.

a. The cornerstone of the theory of nurturing cadets. The foundation of AAL cadet parenting theory is to use the foundation of character cultivation theory. The term cultivation is adopted from the world of agriculture. According to the Big Indonesian Dictionary (KBBI), cultivation implies: "processing / working on agricultural land". Thus, character cultivation can be interpreted as an activity to cultivate character in a person according to the desired character. In terms of character empowerment, the term character cultivation is more appropriate than character formation. In character cultivation, individuals are more positioned as subjects of activities and take active roles while in character formation, individuals tend to be placed as objects of activity so that they are passive. Character cultivation in the scope of educational institutions has the following objectives:

- 1) Instilling and developing life values that are considered important and necessary so that it becomes the personality / ownership of students as unique as the values developed.
- 2). Correct and erode the behavior of students who are not in accordance with the values developed by educational institutions; and
- 3). Strengthen harmonious relationships with families and communities in playing the responsibility of character cultivation together.

b. Professionalism, Professionalism is a disciplined attitude in the profession and a desire to always be better in everyday processes. Professionalism is also a disciplined attitude in the

profession that encourages a person to behave appropriately and in accordance with the circumstances and have adequate abilities.

c. Ethics. Ethics is the internalization of values which is the key to being a person who has a noble character.

2.5. The Research Methodology.

To solve problems in the observed research, steps are needed and determined to describe the approach and model of the problem.

Phase 1: Preliminary Investigation. The activities carried out at this stage are (Plomp & Tjeerd, 2013):

- a. Identifying information regarding problems in parenting AAL cadets.
- b. Analyze the importance of developing a parenting curriculum to solve problems in implementing care in the Regiment.
- c. Review the theories that underlie the development of relevant parenting curricula.
- d. Analyzing the conditions of cadets which include the ability and willingness (motivation) of cadets towards the implementation of care.
- e. Analyze the parenting curriculum which includes analysis of the parenting curriculum by identifying, detailing, and composing a structured and systematic concept of parenting curriculum.

Phase 2: Design. In the design phase, what is done at this stage are; Designing components of a development model that includes (Rudy & C., 2017):

- a. Designing design, content, language, presentation of parenting curriculum material.
- b. Design a parenting system
- c. Designing the principle of reaction, which is to give an idea to the caregiver about how to treat cadets as nurturing subjects who have perceptions, imagination, reasoning power and responses to the core program.
- d. Designing a support system, which is a requirement that the development of a designed core curriculum can be carried out, including: setting, care system, care facilities and media needed.
- e. Design parenting impacts, i.e. instructional impacts (direct impacts) and accompaniment impacts (indirect impacts).
- f. Arrange outlines of theories supporting the development of a parenting curriculum
- g. Prepare draft guidelines for the development of curriculum development for cadets.

Phase 3: Realization / Construction (Realization / Construction). In this phase, development products are produced based on designs that have been designed. This stage is the realization of the previous stage.

Phase 4: Test, Evaluation, and Revision (Test, Evaluation, and Revision). The steps in this phase are:

- a. Test the product development curriculum parenting.

b. Conduct revisions based on the considerations of experts and practitioners so that the product of parenting curriculum development is produced.

c. Conducting a trial of the product at the Surabaya Navy Academy cadets. In this trial conducted (a) observing the implementation of the Caregiving curriculum of care management, cadet activities and caregiver activities, (b) conducting an evaluation of Caregiving (c) asking for the response of allied caregivers to assess product quality.

Phase 5: Implementation. This phase is the solution phase of the evaluation carried out, and implementing care using the core curriculum.

The steps taken are (1) Initial Identification of the problem curriculum development, (2) Study

Literature, (3) Data Collection, (4) Data Processing, (5) Data Analysis, and (6) Interpretative of Conclusion.

The aim of this research is to create product development curriculum for the caregivers of cadets based on theories of curriculum development. Some steps in this research are 1). Identifying problems, 2). Conduct analysis, 3). Analysis of the development of parenting based on the curriculum, 4). Provide input for the development and conclusions.

3. RESULT AND DISCUSSION

3.1. Presentation of Data on Experiments on Curriculum Design Experts

Table 1: Results of the Parenting Curriculum Design Expert Trial

| NO | COMPONENT | SCORE | VALUE |
|------------------------------------|---|-------|-------|
| Parenting Curriculum Design | | | |
| 1 | Conformity with the rules of curriculum preparation | 4 | 80 |
| 2 | Appropriateness of the structure of the parenting curriculum | 4 | 80 |
| 3 | Conformity of the Caregiving program | 4 | 80 |
| 4 | Appropriate formulation of Caregiving goals | 5 | 100 |
| 5 | Appropriateness of parenting goals | 5 | 100 |
| 6 | The appropriateness of the formulation of parenting materials | 5 | 100 |
| 7 | The appropriateness of the formulation of the system and Caregiving methods | 4 | 80 |
| 8 | The suitability of the pattern formulation and parenting time | 4 | 80 |
| 9 | The appropriateness of the formulation of the parenting calendar | 4 | 80 |
| 10 | Appropriateness of parenting evaluation, formulation | 5 | 100 |

Based on table 1 that the results of testing the curriculum design expert parenting experts obtained a score from the validator

(80,80,80,100,100,100,80,80,80,100) a total score of 880 or 88%.

Table 2: Presentation of Expert Test Content in the Parenting Curriculum

| NO | COMPONENT | SCORE | VALUE |
|---|--|-------|-------|
| Fill in the Parenting Curriculum | | | |
| 1 | Compliance with parenting goals | 4 | 80 |
| 2 | Compliance with parenting goals | 5 | 100 |
| 3 | Conformity with the concept of parenting | 4 | 80 |
| 4 | The suitability of the substance of the curriculum materials | 4 | 80 |
| 5 | Suitability in the order of presentation of teaching material | 4 | 80 |
| 6 | Appropriate context of Taruna parenting material | 4 | 80 |
| 7 | Appropriate grouping of curriculum materials in care | 5 | 100 |
| 8 | Conformity with the usefulness for the provision of assignments | 5 | 100 |
| 9 | Conformity with the characteristics of the educational environment | 5 | 100 |
| 10 | Conformity with the characteristics of the educational environment | 5 | 100 |

Based on table 2 that data on the results of the feasibility of the product content development of parenting curriculum development scores obtained

(80,100,80,80,80,100,100,100,100) a total score of 900 or 90%.

Table 3: Presentation of Test Results of Linguists

| NO | COMPONENT | SCORE | VALUE |
|---|---|-------|-------|
| Parenting curriculum of linguist | | | |
| 1 | Conformity with Indonesian rules | 5 | 100 |
| 2 | Clarity expresses thoughts and ideas. | 4 | 80 |
| 3 | Appropriate use of language effectively and efficiently | 4 | 80 |
| 4 | Conformity with the language used daily | 4 | 80 |
| 5 | Suitability of use of conjunctions | 5 | 100 |
| 6 | Appropriate use of Indonesian / foreign spelling | 4 | 80 |
| 7 | Clarity in the use of words correctly and efficiently | 5 | 100 |
| 8 | Appropriate use of sentences effectively | 5 | 100 |
| 9 | Conformity of the mind and logical relationship in the sentence | 4 | 80 |
| 10 | Suitability as a communication tool | 4 | 80 |

Based on table 3, the data from the results of the feasibility trial of linguists on the product development of parenting curriculum obtained a score (100,80,80,100,80,100,100,80,80) a total score of 880 or 88%.

Table 4: Presentation of Expert Test Results Presentation of Material

| NO | COMPONENT | SCORE | VALUE |
|--|---|-------|-------|
| Presentation of Parenting Curriculum Material | | | |
| 1 | Font fit (type and size) | 5 | 100 |
| 2 | Layout suitability, layout | 5 | 100 |
| 3 | The suitability of the illustrations | 5 | 100 |
| 4 | Graphic compatibility | 4 | 80 |
| 5 | Appropriate design of curriculum material display | 5 | 100 |
| 6 | Attractive presentation of material | 5 | 100 |
| 7 | Conformity with the development of Ilpengtek | 4 | 80 |
| 8 | Hierarchical conformity of material display | 5 | 100 |
| 9 | Appropriateness of mention of groups of material | 4 | 80 |
| 10 | Display efficiency | 5 | 100 |

Based on table 4. that the data from the results of the feasibility trial of the expert presentation of material on the development of parenting curriculum products obtained scores (100,100,100,80,100,100,80,100,80,100) a total score of 940 or 94%.

3.2. Data Presentation of Large Group Trial Assessment Results

| No | Indicator | Score | | | | | Amount | % |
|----|---|-------|---|---|----|----|--------|----|
| | | 1 | 2 | 3 | 4 | 5 | | |
| A. | Parenting Curriculum Design | | | | | | | |
| 1. | Conformity with the rules of curriculum preparation | | 1 | 3 | 16 | 35 | 250 | 90 |
| 2. | Appropriateness of the structure of the parenting curriculum | | | 4 | 24 | 27 | 243 | 88 |
| 3. | Conformity of the Caregiving program | | 2 | 3 | 14 | 36 | 249 | 90 |
| 4. | Appropriate formulation of Caregiving goals | | | 1 | 17 | 37 | 256 | 93 |
| 5. | Appropriateness of parenting goals | | | 2 | 23 | 30 | 248 | 90 |
| 6. | The appropriateness of the formulation of parenting materials | | | 1 | 21 | 33 | 252 | 91 |
| 7. | The appropriateness of the formulation of the system and Caregiving methods | | 5 | 1 | 18 | 31 | 240 | 87 |
| 8. | The suitability of the pattern formulation and parenting time | | 2 | 2 | 24 | 27 | 241 | 87 |
| 9. | The appropriateness of the formulation of the parenting calendar | | | 5 | 20 | 30 | 245 | 89 |

| No | Indicator | Score | | | Amount | % | | |
|---|--|-------|----|----|--------|----|-----|----|
| 10. | Appropriateness of parenting evaluation, formulation | 7 | 23 | 25 | 238 | 86 | | |
| B. Fill in the Parenting Curriculum | | | | | | | | |
| 1. | Compliance with parenting goals | 4 | 15 | 36 | 252 | 91 | | |
| 2. | Compliance with parenting goals | 1 | 19 | 35 | 254 | 92 | | |
| 3. | Conformity with the concept of parenting | 1 | 4 | 21 | 243 | 88 | | |
| 4. | The suitability of the substance of curriculum materials | 1 | 22 | 32 | 251 | 91 | | |
| 5. | Suitability in the order of presentation of teaching material | 2 | 4 | 17 | 244 | 88 | | |
| 6. | Appropriate context of Taruna's parenting material | 5 | 20 | 30 | 245 | 89 | | |
| 7. | Compliance with the grouping of curriculum materials with care | 1 | 4 | 15 | 249 | 90 | | |
| 8. | Conformity with the usefulness for the provision of assignments | 1 | 19 | 34 | 249 | 90 | | |
| 9. | Conformity with the characteristics of the educational environment | 4 | 21 | 30 | 246 | 89 | | |
| 10. | Conformity with the characteristics of the educational environment | | 15 | 40 | 260 | 94 | | |
| C. Parenting Curriculum in Linguist | | | | | | | | |
| 1. | Conformity with Indonesian rules | 1 | 4 | 18 | 246 | 89 | | |
| 2. | Clarity expresses thoughts and ideas. | 5 | 20 | 30 | 245 | 89 | | |
| 3. | Appropriate use of language effectively and efficiently | 2 | 21 | 32 | 250 | 90 | | |
| 4. | Conformity with the language used daily | | 15 | 40 | 260 | 94 | | |
| 5. | Suitability of use of conjunctions | 7 | 23 | 25 | 238 | 86 | | |
| 6. | Appropriate use of Indonesian / foreign spelling | 5 | 19 | 31 | 246 | 89 | | |
| 7. | Clarity in the use of words correctly and efficiently | 1 | 2 | 20 | 248 | 90 | | |
| 8. | Appropriate use of sentences effectively | 3 | 5 | 16 | 240 | 87 | | |
| 9. | Conformity of the mind and logical relationship in the sentence | 3 | 22 | 30 | 247 | 89 | | |
| 10. | Suitability as a communication tool | 4 | 1 | 15 | 246 | 89 | | |
| D. Presentation of Parenting Curriculum Material | | | | | | | | |
| 1. | Font fit (type and size) | 1 | 4 | 25 | 239 | 86 | | |
| 2. | Layout suitability, layout | 3 | 2 | 22 | 240 | 87 | | |
| 3. | The suitability of the illustrations | 5 | 20 | 30 | 245 | 89 | | |
| 4. | Graphic compatibility | 3 | 21 | 31 | 248 | 90 | | |
| 5. | Appropriate design of curriculum material display | 1 | 1 | 20 | 250 | 90 | | |
| 6. | Interest in readability | 1 | 1 | 24 | 246 | 89 | | |
| 7. | Conformity with the development of Ipengtek | 3 | 2 | 18 | 244 | 88 | | |
| 8. | Hierarchical conformity of material display | 7 | 15 | 33 | 246 | 89 | | |
| 9. | Appropriateness of mention of groups of material | 5 | 20 | 30 | 245 | 89 | | |
| 10. | Display efficiency | 1 | 1 | 3 | 19 | 31 | 243 | 88 |

The analysis of all results of validation and field testing is as follows:

- Design expert validation: 88% on average
- Content expert validation: 90% on average
- Language expert validation: 88% on average
- Material expert validation: 94% on average
- Individual Test: an average of 91.75%

- Small Group Test: an average of 93.55%
- Large Group Test: an average of 89.25%

4. CONCLUSION

Based on data processing and the results of the discussion above, several conclusions can be drawn including:

- a. Design aspects, generally included in the good category, sub aspects that have been developed according to the opinion of experts and field product test results against respondents in the good category.
- b. Content aspects, in general, including the good category, sub aspects that have been developed according to the opinion of experts and the results of product trials in the field of respondents in the good category
- c. Linguistic aspects are generally included in the good category, sub-aspects that have been developed according to the opinion of experts and field trials that the messages in the curriculum for the caregivers of cadets are delivered.
- d. Aspects of the presentation of material in general are included in both categories, sub-aspects that have been developed according to the comments and suggestions of experts and field tests that aspects of the ability to socialize need to be broken down in more detail into 3 parenting materials namely the ability to socialize with superiors, friends and subordinates.

Acknowledgment

The authors greatly acknowledge the support from Graduate program PGRI Adi Buana University, Surabaya for providing necessary resources to carry out this research work. The authors are also grateful to the anonymous reviewers and journal editorial board for their many insightful comments, which have significantly improved this article.

REFERENCES

- Alsubaie, M. A. (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice* , 106-1112.
- Andrian, D., & Hadi, S. (2018). Instrument Development to Evaluate Local Curriculum in Indonesia. *International Journal of Instruction*, 921-934.
- Bernier, A. (2010). From External Regulation to Self-Regulation: Early Parenting Precursors of Young Children's Executive Functioning. *Child Development*, 326–339.
- Carl, A. (2005). The "voice of the teacher" in curriculum development: a voice crying in the wilderness? *South African Journal of Education*, 223-228.
- Friga, P. N. (2016). Knowledge Management in Research and Development. *Journal Research-Technology Management*, 1-8.
- Hidayati, A., & Rukun, K. (2014). The Development Of Character Education Curriculum For Elementary Student In West Sumatera . *International Journal of Education and Research* , 189-198.
- Hussain, A. (2011). Evaluation of Curriculum Development Process . *International Journal of Humanities and Social Science*, 263-271.
- Jones, A. (2003). The Development of a National Curriculum in Technology for New Zealand. *International Journal of Technology and Design Education*, 1-9.
- Khan, F. A. (2011). Impact of Training and Development on Organizational Performance. *Journal of Management and Business Research*, 10-19.
- Kumral, O. (2016). A Trial for Curriculum Development: The Effect of Educational Philosophy Curriculum on the Attitudes towards Course and Educational Views. *Journal of Education and Training Studies*, 191-208.
- Mohanasundaram. (2018). Curriculum Design and Development. *Journal of Applied and Advanced Research*, 100-109.
- Patankar. (2013). *Role of Teacher's in Curriculum Development for Teacher Education*. Jadhav: Megha.
- Prasetyo Iswahyudi, Dewie, T. W., Soedjarwo, S., & Hartono, S. (2019). Influence of Graduation Quality and Flight Training as a Vocational School on International Standard Job Opportunities. *TEM Journal*, 8(4), 1456.
- Surendra, K. N. (2010). Curriculum and Course Design: A New Approach Using Quality Function Deployment. *Journal of Education for Business*, 31-40.