

# Analysis of Miller-Seller Curriculum Perspective in Curriculum of Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula Southwest Sumba East Nusa Tenggara

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**Abstract:** This research aims to explain the Miller-Seller curriculum perspective in the curriculum development of the Primary Teacher Education Study Program at STKIP Weetebula. This study is qualitative descriptive research with a literature review method. The results showed that in the curriculum of the PGSD Study Program, there were context, objectives, learning experiences, the role of lecturers, and curriculum evaluation. The curriculum context includes philosophical, psychological, and social. New findings in the curriculum of the PGSD Study Program include, the curriculum context is the philosophy of social reconstruction, humanisti and transpersonal psychology, and local cultural approaches. Learning experiences emphasize inquiry and problem solving, as well as finding the meaning of knowledge. The role of the lecturer as a facilitator of learning, facilitator of finding the meaning of knowledge and skills. Curriculum evaluation emphasizes mastery of learning material, acquisition of problem-solving skills, student self-evaluation. Based on these findings, the authors conclude that in the PGSD Study Program curriculum there is a Miller-Seller curriculum perspective, namely the position of transmission, transaction, and transpersonal. The three curriculum positions have various portions in planning, implementation, and evaluation in the PGSD Study Program curriculum.

**Keywords:** Curriculum, transmission, transaction, transformation

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## Introduction

The curriculum has an important role in education. The curriculum is a guide to an implementation of a learning process in every period and level of education. Therefore, the curriculum is the heart of education in building human quality. Learners can understand themselves, their community, their nation, and become productive and creative citizens through the role of planning and curriculum implementation[1]. The design and implementation of the curriculum in an educational institution determine the quality of learners and graduates both in nation-building and in global competition. Related to the aforementioned statement, Hamalik[2] stated curriculum in education carries roles such as conservative, creative, critical, and evaluative. The conservative role relates to transmitting cultural values of the past that are considered to remain relevant to the present time of the young generation. The creative role relates to the discovery and development of something new in accordance with the needs of education and society in the present and in the future. The critical and evaluative role relates to assessing and selecting new values and cultures as well as knowledge to the young generation.

According to Article 2 of Regulation of the Minister of Education and Culture of number 3 of 2020, curriculum is a set of plans and arrangements regarding the objectives, content, and lesson materials and methods used as guidelines for the implementation of learning activities to achieve higher education objectives[3]. The definition emphasizes the role of the curriculum as a guideline for regulating the components of higher education to achieve educational goals. And according to Article 5 of Law Number 12 of 2012, the objectives of higher education in Indonesia are (1) development of the potential of students to become human beings who believe and fear God Almighty and to be noble, healthy, knowledgeable, capable, creative, independent, well-skilled, competent and cultured for the benefit of the nation; (2) produce graduates who master knowledge and/or technology to meet the national interest and to improve the nation's competitiveness; (3) produce knowledge and technology through research that pays attention to and applies humanities values in order to benefit the progress of the nation, as well as the advancement of civilization and human welfare; (4) to realize community service based on reasoning and useful research work in promoting the general welfare and educating the life of the nation[4].

Basically, the components of the educational curriculum include objectives, materials, strategies or methods, and evaluation. According to Miller and Seller[5] the development of an educational institution curriculum is a process of setting goals and objectives, identifying appropriate content, and choosing teaching and learning strategies. This means that the development of those components determines the orientation of an educational institution's curriculum..

Curriculum orientation, both as a design and as implementation is a series for curriculum improvement by developing learning strategies through innovative learning activities[6]. Therefore, Miller-Seller prioritizes curriculum development orientation in three orientations or positions: transmission, transaction, and transformation[7]. In these curriculum positions, Miller- Seller develops the curriculum as a series of explicit and implicit conscious interactions designed to facilitate the learning activities of learners in giving meaning to each learning experience[8]. The three curriculum positions are outlined in the context, objectives, learning experience, role of educators, and curriculum evaluation.

The Miller-Seller curriculum positions can be implemented in the development of higher education curriculum, including the curriculum of Primary School Teacher Education Study Program at STKIP Weetebula. This research focuses on two main issues: (1) how Miller-Seller perspective in education curriculum development; (2) how Miller-Seller perspective in the curriculum of Primary School Teacher Education Study Program at STKIP Weetebula. Based on those problems, the aim of this research is (1) to explain the perspective of Miller-Seller curriculum development; (2) to explain the perspective of the Miller-Seller curriculum in the curriculum of Primary School Teacher Education Study Program at STKIP Weetebula.

## Methods

This descriptive qualitative research was conducted by using the literature method. The qualitative approach emphasizes the natural object. The researcher is a key instrument. According to Arikunto as quoted by Zellatifanny and Mudjiyanto [9] descriptive research is a study that aims to collect information about a status of an existing symptom, which exists at the time of the study describing naturally variable, symptoms or circumstance.

Literature research is a series of activities related to the method of collecting literature data, reading and recording as well as processing reading collection materials without doing a field research[10]. The data source is the curriculum document of the Primary School Teacher Education Study Program and other relevant literature such as books, journal articles, proceedings. According to Kuhlthau as quoted by Sari & Asmendri[11], literature research procedures are topic selection, information exploration, defining research focus, data source collection, prepare data presentation, and report writing. Data collection techniques are carried out qualitatively. Data analysis techniques refer to Miles and Huberman which describes the qualitative research data analysis process as follows: data collection, data reduction, data presentation, and verification/ conclusion[12].

## Results

This part will explain the Miller-Seller curriculum perspective, namely the Miller-Seller perspective in curriculum development, and the Miller-Seller perspective in the curriculum of the Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula.

### Miller-Seler Perspective in Curriculum Development

Miller-Seller define curriculum as an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience[7]. Explicitly intentional is usually presented in the written curriculum and in the study program. While implicitly intentional is found in the hidden curriculum, that is a number of rules and norms used in interactions in school. Learning interactions in schools occur at all levels such as interactions between teachers and students, students and students, students and lesson materials, students and computers, as well as students and communities.

Interactions designed in the curriculum take place at different levels. Interaction at the surface level, students only absorb factual information from textbooks. At a deeper level of interaction, there are reciprocal interactions between students and teachers in solving new problems. At the deepest level, interaction becomes an open mutualism relationship between students and educators. These interactions occur with scientific experimentation, poetry, or music, stimulating new awareness, perception, or new understanding[7].

Miller-Seller curriculum position is classified into three groups, namely transmission position, transaction position, and transformation position[7]. The three positions differ in context, objective, learning experience, teacher role, and evaluation. Curriculum development is a continuous process, which includes the components of orientation, development, implementation, and evaluation as shown in picture 1 below.



Picture 1: Development Curriculum as a process

According to Miller-Seller as quoted by Hadijaya[6], the orientation component describes philosophical, psychological, learning theories, and social contexts. The development component includes the development of objectives, general instructional objectives/competency standards, and specific instructional objectives. The implementation component is the development of the learning experience of learners and teaching strategies. The evaluation component includes the development of relevant evaluation instruments.

Miller-Seller in Sabda[13] also stated that the development of curriculum components takes steps as follows: (1) clarification of curriculum developer orientation (transmission, transaction, or transformation); (2) develop general objectives, development objectives, and specific objectives or learning in accordance with orientation; (3) identify learning experiences and teaching strategies; (4) implement the curriculum; (5) evaluation of curriculum according to the specified orientation. The three Miller-Seller curriculum positions are applied in the education system to support learning considering specific learning contexts, educational practices, and expected learning outcomes[14].

## Transmission Position

The context of transmission position lies in the empirical philosophy of Francis Bacon and John Locke which emphasizes logical positivism and analytical philosophy[7]. Logical positivism emphasizes atomistic about reality (Lesson materials) that are divided into several parts. The transmission position is fused with the empirical worldview[15]. Bobbitt's theory of education is an example of a transmission curriculum because it bases the breakdown of lesson materials in the curriculum into small components that reflect mechanistic society and efforts to shape learners according to social norms[16].

The context of transmission position psychology emphasizes the psychology of Thorndike and Skinner developing behaviorism in the learning of learners[7]. The psychological context of the transmission position is Thorndike and skinner behavior psychology which emphasizes the activity on the responses used to estimate and control the behavior of learners[17]. The social context of transmission relates to various forms of conservative political philosophy that favor traditional values such as work ethic and patriotism as well as laissez-faire capitalism characterized by an atomistic view of economic and social activities[7].

According to Miller-Seller, the purpose of curriculum development includes (1) the development of social responsibility; (2) the purpose of such development is students identify the field of social care and participate in projects to deal with social problems, (3) the instructional goal is students develop skills in various projects oriented to solve social problems[7]. And according to Nurjunaedah, transmission position emphasizes the mastery of subject material through traditional methods, especially textbook learning (subject orientation); basic skills acquisition, cultural values and customs; and application of behavioral mechanistic processes in curriculum planning to develop the ability of learners through specific instructional strategies (competency-based learning)[17]. The transmission position has a one-way movement to deliver knowledge, skills, and values to learners as shown in picture 2 below.

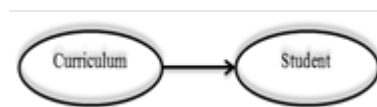


Figure 2. Transmission Position

Curriculum development encourages learners to learn facts, concepts, and to master the key skills needed. Learners are passive individuals in response to structured learning situations. Learners must adapt to the academic, social, school discipline framework, and in this way absorb the norms that exist in culture. The transmission position emphasizes the learning of memorization, lectures, and instruction centered on lecturers, and conceptualizes the learning experience as the transmission of facts, concepts, rules, and cultural norms[15]. The focus of the transmission position is that students master the content of the lesson through traditional methodologies, especially textbooks and lecture-based learning[18]. This means that this transmission position emphasizes the content of the curriculum more than the implementation process. The

content of the curriculum comes from the treasure of science, in form of disciplines that have been discovered and developed by previous scientists[19]. The main elements of transmission position are curriculum strategies to help problem-solving (cognitive process orientation), social problem-solving skills, and a democratic process (orientation of democratic citizenship), as well as the development of cognitive skills in various academic disciplines[8].

The role of lecturers in transmission position is the director (directive role) of the learning process and task assignor. In the teaching process students only respond to lecturer initiatives. Lecturers can plan and sort learning materials, and learners can continue through units at their speed. In the mastery of learning, lecturers involve the process of diagnosis and feedback to learners so that learning becomes easier. Curriculum evaluation is more focused on measuring learning outcomes to find out the level of student mastery of learning materials. Formative evaluation is used to find out and solve learners' difficulties in the learning process[7]. Curriculum evaluation aims to find out students' mastery of knowledge, skills, and attitudes that have been set.

### Transactional Position

rooted in John Dewey and Lester Ward's philosophy of education that emphasizes democracy and education, growth as an educational goal, student intelligence through problem-solving, and progressive education[7]. The educational process creates an interaction of learners with the social environment. The philosophical context of transaction positions rooted in the philosophy of pragmatism emphasizes the scientific method or scientific paradigm applied to solve problems[17].

The psychological context of the transaction is in Kohlberg and Piaget's view on the theory of cognitive development. Piaget states that development is a result of students' interaction with a stimulating intellectual environment. Kohlberg says that the theory of cognitive development is an extension of John Dewey's concept of growth. The application of concepts about development in the classroom is usually related to sensitivity to differences in development, presentation of assignments, the interaction of students with assignments, and follow-up of teachers. In Miller-Seller's perspective, the experience is a medium between students and the environment. Experience is very important in facilitating the process through the growth stages consisting of infancy, early childhood, middle childhood, adolescence, and adulthood[7].

The social context of transaction position relates to liberal economics and political theory especially in the view of John Maynard Keynes and John Kenneth Galbraith who emphasized the idea that the government should intervene rationally to improve the nation's economy and social welfare[7]. The transaction position emphasizes the view of liberalism, especially rational interventions to facilitate social and economic development.

In the transaction position, learners are rational individuals and are able to solve problems intelligently. Education is a dialogue between students and the curriculum. Learners reconstruct knowledge through the dialogue process[7]. The transaction position emphasizes the curriculum strategy to facilitate problem-solving (orientation of cognitive processes); application of problem-solving skills in a social context and democratic processes (orientation of democratic citizenship); development of cognitive skills in disciplines (orientation of disciplines). The philosophical paradigm of transaction position is a scientific method.

Learners are active and rational individuals. The educational process focuses on problem solving and discovery. Learners build knowledge and develop skills through engagement in dialogue with curriculum materials, with peers, and with lecturers. The dialogue between students and the curriculum can be seen in picture 3 below

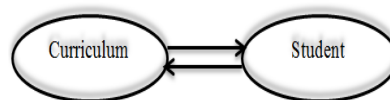


Figure 3: Transaction Position

The aim of the curriculum in transaction position is the development of rational intelligence, especially complex problem-solving skills. This goal is shown in the learning experience which emphasizes inquiry and problem-solving skills. Learning experiences occur within the framework of academic disciplines, with learners conducting investigations both in certain academic disciplines and in an interdisciplinary frame or social contexts. Socially, transactions emphasize the development of inquiry skills to facilitate democratic decision making[7]. Transaction position strongly encourages the growth and development of learners and problem-solving capacity. The transaction position assumes that knowledge is built by the learner when he interacts with the environment, unique experience, understanding, needs, and motivations that the learner has in the learning process influences what views are appropriate, interesting, and actually to learn[20].

The role of educators in transaction position is to facilitate the development of student inquiry skills. Educators should be familiar with the sources of investigation and be able to facilitate investigation through questioning and exploration of teaching materials. Educators should stimulate students' thinking processes and approach problems, as well as be able to listen to students' reasoning and thinking processes. While the evaluation emphasizes the acquisition of students towards complex intellectual frameworks and skills (e.g., analysis, synthesis) as well as on social skills in the context of democracy[7]. Students need intellectual and social skills in the process of personal and social transformation.

## Transformation Position

The philosophical context of the transformation position has roots in postmodern thinking, ecological perspectives, and curriculum perspectives on social reconstruction[20]. The main principles of the transformation philosophy are as follows: the interconnection of reality and fundamental unity of the universe, the close relationship between the inner being of an individual or the higher self and that unity, the development of intuition and understanding through contemplation and meditation to "see" this unity more clearly, the realization of unity among humans that leads to social actions designed to fight injustice and human suffering[7]. Furthermore, the transformation position is also rooted in an ecological view that accepts the interdependence of phenomena. The ecological paradigm deals with forms of mysticism, transcendentalism, and existentialism.

Furthermore, Miller and Seller state that the transformation position is based on two main ideas, namely: (1) the romantic element that emphasizes that learners are basically good, and the educator facilitates the potential of learners to develop with a little intervention of educator; (2) the orientation of social change which emphasizes that educators should take a more critical view on the role of schools in society[8]. This is where schools can play a significant role in the socio-political change of society.

The psychological context of transformation position is found in the humanistic psychology initiated by Abraham Maslow and Carl Rogers, as well as the transpersonal psychology stated by Ken Wilber[7]. Both bases of psychology emphasize personal fulfillment at the ego (humanistic) and spiritual (transpersonal) levels. Transpersonal emphasizes spirituality, equity between educators and learners, play and unstructured activities, intrinsic motivation, and focus on spirituality and interconnectedness with all reality[16]. Transformation position teaches students skills and knowledge that drive personal and social transformation. This transformation raises social awareness and empowers learners to participate in society. Transformation position motivates learners to be more socially engaged to change their own lives and society as a whole[15].

The social context of the transformation position is identified by cultural tendencies that advocate decentralization, pluralistic political networks, small is beautiful economies (small is beautiful), and holistic health[7]. This means the transformation position emphasizes political activism for social change. Picture 4 below shows the transformation position between the curriculum and students which appears to interpenetrate in a holistic way.

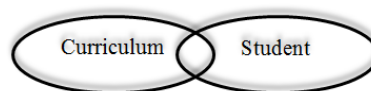


Figure 4. Transformation Position

The main goal of curriculum development in transformation position is self-actualization, self-transcendence, and social engagement of learners[7]. That is, the position of transformation focuses on the personal and social changes of learners. The changes include three specific orientations, namely teaching skills that encourage the personal and social transformation of learners (orientation of humanistic and social change); a vision of social change as a movement towards harmony with the environment rather than as an effort to control the environment; and related to the spiritual dimension of the environment, where ecological systems are viewed with deep appreciation (transpersonal orientation). The paradigm of transformation position is the conception of nature that ecologically intersect which emphasizes the interrelationship of phenomena.

The goal of the transformation position is implicitly and explicitly seen in the learner's learning experience. Miller and Seller view learning as an integration of physical, cognitive, affective, and spiritual dimensions. The curriculum tends to center on learning experiences that focus on interdisciplinary activities, that are the relations between disciplines, between the outside and the inside world, and between schools and communities. Curriculum also tends to be oriented towards social projects or activities related to self-inquiry or self-reflection[7]. Self-inquiry is what can drive the personal and social transformation of learners. Therefore, Miller and Seller interpreted learning as an implementation of a curriculum plan that involves interaction between students and teachers in a school environment[21]. Learners actively participate in understanding and choosing what to learn rather than becoming the recipient of what educators have presented [20].

The role of educators (lecturers) in transformation position must first process their own lives. Education views life as the existence and a process of being. Educators try to relate to his inner life. But at the same time, the teacher improves his communication skills so that he can teach the learners. Educators will create relationships with the community, which in turn will facilitate learners' relationships with the community. Related to the evaluation of education, to some extent, the evaluation focuses on mastering skills and courses.

Regarding the evaluation form, the transformation position emphasizes informal and experimental forms of evaluation, including student self-evaluation, feedback from peers and educators, and student interaction with teachers in criticizing the curriculum[7]. Curriculum evaluation is related to the direction and nature of changes in the learner's

context resulting from social activities, especially the ability of learners to identify problems and self-regulation of learners in working with others to overcome the problem[20].

### **Miller-Seller's Perspective in the Curriculum of the Primary School Teacher Education Study Program at Teacher Training and Education College Weetebula**

Miller-Seller's perspective on the curriculum of the Primary School Teacher Education Program at Teacher Training and Education College Weetebula includes transmission, transactions, and transformation. The design and implementation of three positions refer to the following components: curriculum context, curriculum goals, learning experience, educator role, and curriculum evaluation.

#### **Curriculum Context of the Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula**

The intended curriculum context is the philosophical, psychological, and social context. Philosophically, the curriculum contains logical positivism and analytical philosophy that emphasizes the breakdown of learning materials into sections. This can be seen in a number of courses in the Primary School Teacher Education Study Program which are the description of study program vision and mission, the profile of study program graduates, the achievements of the study program, and the description of study program graduates' competencies. For example, the profile of graduates as educators is that graduates are able to plan, implement, evaluate and develop learning based on science, character, and innovation to improve the quality of education in elementary schools that value difference. This profile is then described in the competencies of graduates such as students able to plan, implement, evaluate and develop learning based on science, character, and innovation to improve the quality of education in elementary schools that value difference[22]. The description of graduates' competencies is described in graduate learning outcomes (CPL) of study program through aspects of knowledge, for example students master the principles and theories of education in elementary school. Furthermore, the CPL is manifested in courses such as Teacher Training Profession, Media Development and Elementary School Learning Aids, Early and Advanced Social Science Learning, Mathematics for Primary, etc.

The philosophical context of transaction position is Dewey's pragmatism philosophy that emphasizes scientific method or scientific paradigm in problem-solving. The curriculum of the Primary School Teacher Education Study Program contained this philosophical foundation, especially the profile of graduates as researchers, in certain courses as well as the application of learning strategies in the implementation of the curriculum. The profile of graduates as researchers is that graduates are able to solve learning problems and produce proven learning innovations through research studies to improve the quality of education in elementary schools. Solving educational and learning problems through a scientific approach[22]. The profile of the graduates is described in the Graduate's learning outcomes of the study program, among other things, students utilizing the concepts and laws of natural sciences in various situations of daily life. Furthermore, the context of this philosophy is explicitly seen in subjects such as teaching and learning strategies, local cultural studies, educational statistics, assessment of learning processes and outcomes, educational research, classroom action research.

The philosophical context of transformation emphasizes the perspective of the social reconstruction as well as the ecological perspective. Social reconstruction through education and curriculum development is one of the objectives of the Primary School Teacher Education Study Program as one of the objectives is to build and develop the character of students as human beings who are virtuous and uphold the noble values of humanity, intelligence, broad national insight, discipline, initiative and sense of responsibility[22]. These objectives are further outlined in the graduate's learning outcomes of the study program, among other things, the students of Primary School Teacher Education Study Program master the conceptual knowledge of the subjects in primary schools including Indonesian, Mathematics, Science, Social Sciences, Civic Education, Arts Cultural and Crafts, as well as Physical Sports and Health Education. Furthermore, those fields of study are implemented in courses such as Primary School Curriculum Development, Natural Science Learning for Early and Advanced Grades, Civic Education and Pancasila learning for Early and Advanced Grades, Social Science learning for Early and Advanced grades, Talent and Creativity Development, are also seen in selected courses (such as Public Speaking, Local Literature Studies, Children's Games), as well as several courses related to art and art studies [22]. For example, through local literature studies, students are facilitated to be able to explore local wisdom in the field of language and local literature as learning materials and design them in lesson plans for elementary schools. Alternatively, through children's traditional games course, students are facilitated to learn various games in Sumba island and design them into learning materials and strategies.

Furthermore, the ecological perspective in the curriculum of the Primary School Teacher Education Study Program is carried out through courses such as Philosophy of Education, Multicultural Education, Character Education, Science and Technology for Community, Local Cultural Studies, Entrepreneurship, Inclusive Education, Environmental Education, Leadership, Introduction to School Field Experience, and Community Service Program. For example, through Environmental Education courses, students are made aware and facilitated to appreciate and protect the environment, waste processing, utilizing secondhand goods for a productive business. In addition, the campus provides non-plastic drinking bottles, and students while on campus are not allowed to bring plastic drinking bottles. The goal is to protect and

preserve the environment. Through entrepreneurship courses, students learn and utilize local potentials for productive businesses.

The psychological context of transmission position is the learning behaviorism of learners. The dimension of behaviorism psychology implied in the curriculum of School Primary Teacher Education Study Program, among other things, in the Graduate Learning outcomes of the study program, students master the concept of elementary student characteristic development, both physical, psychological, and social development. In order for Primary School Teacher Education Study Program students to understand human behavior both from development and learning, there are courses in Studying and Learning Psychology, Student Development, Conflict Management, Character Education, Elementary Guidance and Counseling, Talent Development and Creativity, Inclusive Education. For example, through student development courses, students learn human development, especially in primary school age. Through studying and learning psychology courses, students learn the learning process of students. Those understanding will help students understand and apply the psychology of behaviorism. Through both courses, students understand the psychological and learning development of children, making it easier for students to design learning, implement strategies and evaluate learning.

The psychological context of transaction positions is Piaget and Kohlberg's cognitive development which emphasizes the ability of learners to construct their knowledge. The context of cognitive psychology in the curriculum of the Primary School Teacher Education Study Program is included in subjects such as Elementary Curriculum Development, Teaching and Learning Strategies, Assessment of Learning Processes and Outcomes, Educational Statistics, Microteaching, Seminar-Practice-School (SPS), Introduction to School Field Experience, Media Development and Learning Aids at Primary School, Educational Research, E-Learning. For example, through primary school curriculum development courses, students learn and are facilitated to design learning activities through the preparation of syllabus and Lesson plan. In Seminar-Practice-School Courses, students are facilitated to design lesson plans and practices with various learning strategies and learning media adopted from the student environment. In addition, through Seminar-Practice-School Courses, microteaching, Introduction to School, and Classroom Observation, students construct the learning process based on previous knowledge (such as learning materials, learning strategies, learning media) and carry out the learning process both in simulations on campus and in teaching practice activities in the elementary schools. In teaching and learning strategy courses, students are facilitated to understand and practice various approaches, methods, learning models to construct the knowledge of learners through learning organizations.

The psychological context of the transformation position is humanistic and transpersonal psychology. The context of humanistic psychology embodied in a variety of optional subjects such as Local Literature Studies, Children's Games, Public Speaking, Environmental Education. For example, in those optional courses students can develop a variety of self-potential as a whole and optimal. In addition, extracurricular activities are also available for the development of student talents and interests such as scouting, gymnastics, sports, handwriting courses, Local Crafts courses, vocational courses on used art and crafts.

Aspects of transpersonal psychology curriculum of Primary School Teacher Education Study Program are shown in subjects such as Pancasila (Indonesian State Philosophy Education), Religious Education, Teacher Profession, Philosophy of Education, Civic Education, Conflict Management, Character Education, Local Cultural Studies, Children Literature. For example, in character education courses students understand and apply characters that are in compliance with the core values of Teacher Training and Education College Weetebula and local wisdom in Sumba. In the philosophy of education courses, students find an understanding and educational values that enrich their personality. Through local cultural studies courses, students explore and discover the values of local wisdom in Sumba to characterize graduates of elementary school teacher education study programs.

The social context of transmission position is the local wisdom of Sumba and the core values of Teacher Training and Education College of Weetebula such as humanity, Catholicity, responsibility, ethics, intelligence, religiosity, professionalism, harmony in diversity. Those values are laid out in the curriculum through the purpose of the study program which is to build and develop students as human beings who are virtuous and uphold the noble values of humanity, intelligent, national-minded, disciplined, have initiatives and a sense of responsibility[22]. The objectives of the study program are outlined in subjects such as Pancasila/Indonesian State Philosophy Education, Religious Education, Indonesian Language, Teacher Profession, Philosophy of Education, Civic Education, Introduction to Education, Multicultural Education, Conflict Management, Character Education, Local Cultural Studies, Entrepreneurship, Music Development, and Learning, Bulletin Board Management for Primary School, Local Literature Studies, Inclusive Education, Children Literature, Environmental Education, Leadership. In addition, there are character education activities such as religious activity according to student religion (for example, Monthly Mass for Catholic students, Protestant Church Belief and Practices for Protestant students, Islamic Beliefs and Practices for Moslems), recollection and retreat for all Catholic students, and various student activity units. Through these courses and activities, the study program passes down the core values of Teacher Training and Education College of Weetebula, the Sumbanese local wisdom values, noble values of the nation, and universal values to students.

The social context of transaction position is cooperation with the local government to facilitate teaching practice activities at schools for students through Seminar-Practice-School Courses, Introduction to School Field Experience, Education Research, Classroom Action Research, even through various independent research conducted both by lecturers and by students. The Elementary School Teacher Education Study Program collaborates with the local governments of

Southwest Sumba, West Sumba, Central Sumba, and East Sumba. Through the collaboration, the government and the local community facilitate students to carry out learning practices. In return, students help the government and society to solve various development problems especially the development of education.

The social context of the transformation position is an approach of local culture and wisdom, as well as of the Teacher Training and Education College Weetebula core values for personal and social transformation of students. The context is laid out in the curriculum through the mission of the study program, namely (1) organizing community service activities based on science and technology for the development of elementary school education; (2) holding a better-quality student development system in the field of reasoning, talent, and interest development, as well as the welfare of students at elementary school teacher education study program[22]. Furthermore, the social context of transformation position is shown in Primary School Teacher Education Study Program curriculum through courses such as Information and Communication Technology, Philosophy of Education, Civic Education, Multicultural Education, Conflict Management, Character Education, Local Cultural Studies, Entrepreneurship, Primary School Guidance and Counseling, Talent Development and Creativity, Education Research, Inclusive Education, Public Speaking, Environmental Education, Introduction to School Field Experience, and Community Service Program. Personal and social transformation as a feature of transformation position will help students to have a better understanding of cultural values and internalize them in educational activities.

### Curriculum Goals in the Curriculum of Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula

The main objective of transmission position in curriculum development is mastery of learning subjects and teaching social norms for learners. The planning and implementation of the curriculum of the Primary School Teacher Education Study Program aim to deliver knowledge, behavior, and skills to students through various relevant learning methods to produce creative and professional teachers. The course structure consists of 62 courses or equivalent to 146 credits, which includes 58 compulsory courses or equivalent to 138 credits and 4 optional courses or equivalent to 8 credits.

The purpose of the curriculum in transaction position is the development of rational intelligence in general and problem-solving skills. The transaction position in the curriculum of elementary school teacher education study programs is merged in various approaches and learning strategies to facilitate dialogue between the curriculum and students. The strategies are used in learning include learning collaborative approaches, active learning methods, inquiry/discovery learning, problem-based learning, project-based learning, simulation, and practice in schools and communities. Through those various approaches and strategies, students construct knowledge, solve educational and learning problems. Indeed, the lecturers still use lecturing methods, however, the application of the aforementioned approaches is quite dominant compared to the lecturing method in the learning process.

The main objective of curriculum development in transformation positions is self-actualization, self-transcendence, and the social engagement of learners. This transformation position is implied in the Primary School Teacher Education Study Program curriculum through various activities in developing talent and creativity, Music Development and Learning, Craft Education, Children Literature, Leadership, as well as in optional courses and various extracurricular activities for developing talent and interest, as well as field practice programs such as Introduction to School Field Experience, Community Services Program and social actions. For instance, through music development and learning courses, students expand their knowledge about art, musical arts functions, musical understanding, song creation process, Music genres, types of musical instruments, and how to use them, and to sing local songs by using the instruments they master as well as by using traditional musical instruments of Sumba.

### Learning Experience in the Curriculum of Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula

In the context of transmission position, learning experience facilitates students to master various learning materials through direct learning, group discussions, assignments, and field observation. In addition, the student learning experience is facilitated through literature studies, the use of various relevant learning media, especially learning media that are adopted from their surrounding environment. The formulation of competencies achieved through lesson plan will help students obtain a learning experience suits to those competencies.

In the context of transaction position, learning experience occurs through problem-solving activities and research conducted by students. By giving assignments, implementing learning projects, observing teaching activities, and practicing them in schools and communities, students learn to solve learning and education problems in elementary schools. Through observation activities in schools, research activities both in schools and in the community, student help schools and communities in solving educational problems.

Furthermore, the learning experience in a transformation position focuses on the meaning of knowledge, interdisciplinary activities. Field practice activities, social actions, talent and creativity development, deep reflection activities in educational philosophy courses will help students to discover the meaning of their knowledge and how that



meaning is manifested in life. For example, in every session of a seminar-practice-school course, there is always a joint evaluation between students, lecturers, and supervisory teachers in the elementary school. The evaluation helps students to see their strength and weaknesses as well as to find the values to develop themselves.

### The Roles of Educators in the Curriculum of Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula

In the transmission position, the role of lecturers as educators is giving direction and assignments so that students are able to master the learning materials. Lecturers play this role by giving lectures, giving assignments on both literature studies and observation in schools. In addition, lecturers carry out an evaluation to measure the mastery of learning materials and giving marks to students.

In the transaction position, lecturers play a role as facilitator to help students doing an investigation and solving problem. Lecturers provide a dialogue between lecturers and students, between students and peers, between students and other various learning resources. Lecturers also give assignments for students to do observations at schools and community as well as to report and present the results during the learning process. Lecturers assist students in implementing the course of introduction to School Field Experience programs, Seminar-Practice-School, classroom action research, and educational research to facilitate students in improving their research capacity.

In the transformation position, lecturers as educators show the ability to reflect through the various results of researches both in their disciplines and interdisciplinary. This role is taken by lecturers through evaluation of the learning process, student self-evaluation, and evaluation of the lecturers themselves. Through those evaluation activities, students are able to do self-transformation and social transformation, especially transformation in education and learning.

### Evaluation in Curriculum of Primary School Teacher Education Study Program at Teacher Training and Education College of Weetebula

Evaluation activities in transmission position emphasize the achievement test to assess the mastery level of a student on learning materials. This is aimed to find out and to improve student weaknesses in the learning process. Test-based Evaluation is widely used in learning evaluation activities in the Primary School Teacher Education Study Program. Evaluations are carried out in several phases: pre-test, midterm, and final exam. Students learn about learning evaluation through the Assessment process and learning outcomes course, microteaching, Seminar-Practice-School and Introduction to School Field Experience.

Evaluation of curriculum in transaction position emphasizes the acquisition of intellectual skills. This evaluation is also widely applied in Primary School Teacher Education Study Program, through process assessment, assessment of observation tasks, field tasks. In addition, exam questions are designed to stimulate higher-order thinking skills such as critical thinking, creative thinking, problem-solving, decision making.

Curriculum evaluation in transformation position emphasizes more an informal and experimental evaluation, including student self-assessment, assessment of student interaction with lecturers in learning activities. This curriculum evaluation is implemented in learning assessment activities. Evaluation is carried out through simulation courses and teaching practice, assignments, and observations. Lecturers use reports and evaluations as references to improve and strengthen the knowledge and skills of students. Student self-evaluation is always done at the end of the semester to help students reflect and interpret their learning experience.

## Discussion

### Curriculum Context

Several main findings of the curriculum context of elementary school teacher education study program are the philosophy of social reconstruction, humanistic and transpersonal psychology, as well as cultural approaches as the social context of the curriculum. Philosophical of social reconstruction is included in the objectives of the Primary School Teacher Education Study Program. those are further on described in the profile of graduates, graduate learning outcomes, and courses. Social reconstruction in education and curriculum focuses more on the problems that are being faced by the community[23]. The curriculum of the Primary School Teacher Education Study Program is prepared to answer the needs and problems of the community towards basic education. Education is a joint effort of the community and schools. In education, there is the interaction between educators and learners, among learners and between learners and the environment and with various other learning resources. In that interaction, students discuss and solve problems scientifically and collaboratively. In this context, education is constructive and requires some positive conception of what creates a good life.

The curriculum of social reconstruction prioritizes social interests above the interests of individuals. The curriculum design of the Primary School Teacher Education Study Program prepares students to create social changes in the Sumbanese community through school and education. The curriculum design prepares students to become agents of social change through the learning process. S. Nasution as quoted by Mubin[24] says that schools are agents of social change, educational institutions exist to ensure social change. Schools can connect the present and the future, between the reality

of the present and the future. Therefore, curriculum design prepares students with a variety of knowledge and skills to face and create changes in society.

The psychological approaches shown in the curriculum of elementary school teacher education programs are humanistic and transpersonal psychology. Those emerge in the optional courses and several transpersonal courses. Those aforementioned courses are in line with the objectives of education and learning in humanistic psychology, which is to help learners to develop themselves to know themselves better as unique human beings and to help learners realize their own potentials[25]. The humanistic curriculum sees students as independent individuals who are free to define themselves and are responsible for their lives and others.

One of the characters of humanistic psychology is the fulfillment of individual needs. Primary School Teacher Education Study Program curriculum facilitates students to meet the need for knowledge, skills, and good behavior both through courses and through learning practices on campus or in schools. The curriculum of the Primary School Teacher Education Study Program accommodates the needs of students through optional courses such as Local Literature Studies, Children's Games, Public Speaking, Environmental Education, and E-Learning.

In a theory of needs hierarchy, Abraham Maslow as quoted by Qodir[26] presents five human needs which are physiological needs, safety and security needs, love and belonging needs, esteem needs, and self-actualization needs. The humanistic curriculum covers those needs. The curriculum of the elementary school teacher education program accommodates the needs of students through various courses and extracurricular activities. For example, through E-learning courses, students are able to develop online-based learning, designing materials, and media for E-learning as well as E-learning based learning. One of students needs is the ability to speak in public. Through public speaking courses, students can learn the types and principles of public speaking and practice it. Ramelan and Tarigan as quoted by Larasati[27] mention that with public speaking skills, students are easier to express and communicate their opinions, ideas, and feelings so that others would be easy to understand them as well.

In a social context, the curriculum of the elementary school teacher education program emphasizes the approach to local culture, namely culture in Sumba society. Some of the courses that accommodate this approach are Local Cultural Studies, Children's Literature, Local Literature Studies, Children's Games, Character Education, Skills and Crafts Education, Media and Teaching Aid Development for Primary School. For example, through local literature courses, students understand and explore the basic concepts and different types of local literature and the local literature in Sumba itself. In children's games courses, students are able to design and implement educational games based on Sumbanese local wisdom. Curriculum-based on local cultural wisdom helps students to know and to develop the potential and the values of Sumbanese culture. This is in accordance with the result of research by Oktarina and Ribuwati that through local wisdom-based education, the variety of potentials owned by one region can be developed and learners of the region are able to learn their own culture and values[28].

### **Curriculum Goals**

The goals of the curriculum in the Primary School Teacher Education Study Program are mastery of learning materials (transmission), problem-solving skills (transactions), self-actualization, and social transformation. The student's mastery of learning materials is very important to ensure that students achieve the competencies set. In order for students to master the learning materials, lecturers hold face-to-face course meetings, providing literature-based and field-based assignments. Lecturers also give assignments for students to read, learn, explore, and review learning materials through literature analysis, simulation, and practice, also through the activity practice at schools or in the community. Students as future teachers are required to master the learning material. The importance of learning materials mastery was emphasized by Woolfolk as quoted by Tuerah[29] who explained that mastery of learning materials is one of the determining factors of a teacher's success in learning activities. In order to succeed in learning activities, a teacher should master the learning materials to teach.

The purpose of the curriculum of the Primary School Teacher Education Study Program is for students to have the ability in solving problems. One of the problems in elementary and secondary education is that learning activities do not give students the opportunity to develop problem-solving skills. To improve problem-solving skills, the curriculum of the Primary School Teacher Education Study Program designs problem-solving-based learning. Designing a curriculum that enables problem-based learning according to Arends as quoted by Cahyani and Setyawati[30] will help students to develop their thinking skills, problem-solving skills, and intellectual skills. Problem-solving contains components of cognitive abilities, behaviors, and attitudes. It is stated by Mayer as quoted by Kurniawan [31] problem solving as a multiple-step process where the problem solver must find relationships between past experiences (schema) and the problem at hand and then act upon a solution.

Another purpose of the Primary School Teacher Education Study Program curriculum is self-actualization and social transformation. Both of these purposes are transformational position in the Miller-Seller curriculum. The need for self-actualization is the highest need in the psychology of Abraham Maslow. According to Maslow as quoted by Jena and Dorji[32] self-actualization is the point at which a person expresses all self-potential. Actualize yourself to be and to do anything to develop yourself. However, people who actualize themselves never think for themselves but are always directed to help others. Maslow sees that self-actualization means people can explore and use talent and potential, realize their own desires, try to do what is possible, and make themselves develop better [33]. Furthermore, social transformation

is also the goal of the curriculum of the Primary School Teacher Education Study Program. Through the curriculum, students are able to do self and social transformation.

The word transformation derives from the English word transform which means to control a form to another. Therefore, social transformation discusses a structural changing process, social systems, and cultures. Transformation on the one hand means the process of change or renewal of social structure, while on the other hand means the process of value change[34]. The purpose of social transformation is a change both experienced by students and social change. According to Djazifahsocial change is a change in people's lives that continues and will never stop. A society never stops at some point all the time. Students prepare to become agents of change in society. Later, students take on a role as an agent of change in their profession as teachers.

### **Experiential Learning**

The curriculum of the Primary School Teacher Education Study Program emphasizes experiential learning on the inquiry, problem-solving, and meaning of knowledge. experiential learning is a process of learning activities that students do to achieve learning goals. According to Smith as quoted by Clark[35] experiential learning is a type of learning done by learners who are provided opportunities to acquire and apply knowledge, skills, and emotions in a direct and relevant setting[35]. Kolb in Yamazaki and Kayes[36] describes experiential learning as a holistic process of adaptation to the world.

Experiential learning greatly emphasizes the aspects of gaining experience and transforming those experiences in life. According to Barida[37], experiential learning is a learning and teaching model that is used to facilitate learners to follow the learning process in active participation, observe learning carefully, then to be able to obtain the meanings of the learning beyond their learning environment and to finally be able applying them in life based on the main meaning they found.

Experiential learning is an activity of students to achieve the learning goals. Piaget as quoted by Nurhakim[38] stated that in designing the experiential learning it is necessary to pay attention to several things, namely (1) the experiential learning is in accordance with the objectives and competencies to achieve; (2) experiential learning is in compliance with the type of learning resurces and material; (3) the availability of learning resources; and (4) experiential learning is in accordance with the characteristics of the learners.

Acquisition of the experiential learning of students at Primary School Teacher Education Study Program is gained through lecture's learning design, especially through inquiry learning, problem-solving, and discovery of the meaning of learning. Inquiry learning is a series of learning activities that involve the maximum of all students' ability to find and investigate systematically, critically, logically, analytically, so that they can formulate their own inventions with confidence[39]. In the learning process, inquiry emphasizes the active role of students in learning to obtain and to do an in-depth exploration of concepts by finding themselves[40].

Inquiry-based experiential learning can be acquired through problem-solving learning. Problem-based learning is a collaborative, constructivist, and contextual learning approach that uses real-life problems to start, to motivate, and to focus the knowledge construction[41]. Students learn about a subject through problem-solving experiences found in learning materials called problem-based learning[42].

Learning experience encourages students to be able to create and discover the meaning of knowledge and skills they gained. Because basically, the main purpose of education especially in higher education should involve students in meaningful learning which happens when students create meaning[43]. Theoretically, meaningful learning initiated by David Ausubel. Through meaningful learning, students are capable to connect knowledge with relevant concepts and experiences in cognitive structures[44]. This will easily help students more to master the learning resources and to find a connection between knowledge and daily life experiences.

### **The Role of Lecturers**

The role of lecturers in the curriculum of the Primary School Teacher Education Study Program is a learning facilitator, a facilitator to discover the meaning of knowledge and skills. As a learning facilitator, lecturers help students by providing assignments, facilitate students in inquiry and problem solving, as well as to help students to do self-reflection and self-evaluation.

Facilitators are those who facilitate the student learning process. Lecturers become learning partners who serve as guides on the side for students[45]. As a learning facilitator, lecturers create student-centered learning, which has been considered more suitable for students. Through student-centered learning, students are participating more actively, critically, and analytically in solving learning problems.

Facilitating learning can also be done by providing assignments. According to Sagala as quoted by Sabriani[46], one of the helpful methods for students to be active is giving assignments. Assignments help students to deepen, enrich, expand their knowledge and skills. Through assignments, students have the opportunity to increase initiative, creativity, and responsibility. Assignments provide benefits such as students can learn independently with some mentoring from lecturers, adding to the appeal to learning materials [47].

Furthermore, a problem solving-based learning is very relevant and beneficial for students. According to Jacobsen, Enggen, and Kauchak, as quoted by Sariningsih and Purwasih[48], problem-based learning has goals that are

interconnected one to another, such as developing students' ability to investigate a question systematically, to develop self-directed learning, and the acquisition or mastery of learning resources.

### **Curriculum Evaluation**

Curriculum evaluation of the Primary School Teacher Education Study Program emphasizes mastery of learning materials, mastery of problem-solving skills, and self-evaluation of students. Mastery of learning materials is very important for Primary School Teacher Education Study Program students as future teachers. According to Mulyani as quoted by Slamet[49] without mastering the learning materials, teachers will have difficulties in the learning process in the classroom. The Mastery of learning material is not only discussing the materials in learning activities but also using them properly and comprehensively. Furthermore, according to Rahayu[50] success of learning is shown in the student's mastery of learning materials. To find out the success of students in mastering the learning material can be done by doing an assessment on the process and learning final assessment.

The self-evaluation model is a learning model that aims to overcome student learning problems. The implementation of self-assessment provides benefits for students, namely, self-assessment that create reinforcement to the progress of student learning process; self-assessment can foster confidence and responsibility in students; self-assessment can explore spiritual values, morals, behavior, and even motoric and cognitive aspects of students; self-assessment builds honest character in students[51].

According to Winataputra as quoted by Nugraheni[52] the self-evaluation model is adapted from several learning modes so that students are able to do self-correction to find their strengths and weaknesses in learning and can adapt their behaviors in learning activities. Self-correction can be done through reflection activities. In a similar way, Zulharman in Arifin[53] states that self-assessment is an assessment technique of knowledge, skills, and attitudes done by students themselves reflectively. Therefore, The Highland Councils (2006) as quoted by Nirwana[54] states that self-assessment can be used as a reflection of learners for their learning activities.

Furthermore, Mann K, Gordon and J, Macleod as quoted by Pamungkasari[55] state that there are three types of reflection in learning namely anticipatory reflection, reflection-in-action, reflection-on-action. Anticipatory reflection is a reflection on previous learning experiences. Reflection- in action is to reflect current learning. Reflection-on-action is a reflection after learning. Anticipatory reflection and reflection-on-action can improve students' ability especially in problem-solving. Meanwhile, reflection-in-action can help students to evaluate their process in acquiring knowledge, skills, and behaviours.

### **Conclusion**

Based on the description of Miller-Seller's perspective in the curriculum of the Elementary School Teacher Education Study Program at STKIP Weetebula, it can be concluded as follows:

1. The context of the curriculum of the Primary School Teacher Education Study Program is the social reconstruction philosophy (philosophical context), humanistic and transpersonal psychology (psychological context), and Sumbanese local cultural approach (social context).
2. The purpose of the Primary School Teacher Education Study Program Curriculum is for students to master the learning contents (transmission position), master the investigation and problem-solving skills (transaction position), capable to find the values of knowledge, skills, and behaviors (transformation position) acquired through the implementation of the curriculum. Students can carry out the transmission, transaction, and transformation positions
3. Experiential Learning in the curriculum of the Primary School Teacher Education Study Program is acquired through the investigation and problem-solving approaches, as well as the discovery of the meaning or value of knowledge, skills, and behaviors, carried out through student's self-assessment. Nevertheless, experiential Learning is gained by students through face-to-face learning.
4. The role of lecturers in the curriculum of the Primary School Teacher Education Study Program is as a learning facilitator as well as a facilitator for the discovery of the meaning of knowledge, skills, and behaviors.
5. Evaluation in the curriculum of the Primary School Teacher Education Study Program emphasizes mastery of curriculum content, mastery of problem-solving skills, and discovery of values through student self-evaluation.
6. The curriculum of the Primary School Teacher Education Program includes a Miller-Seler perspective of transmission, transaction, and transformation, where all three positions are designed and implemented proportionally through the context of the curriculum, curriculum objectives, learning experience, the role of lecturers, and curriculum evaluation.

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