THE EFFECT OF CORRELATED AND INTEGRATED CURRICULUM IN KURIKULUM-2013 (Preparing Students for 21st century)

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Chapter I. Foreword

1.1. Rational

The purpose of education at school is basically for preparing the learners to be able to solve various phenomenon and their own problem in the society. It is, therefore, the learning process at school needs to be similarly adjusted with the characteristics of the environment where the learners live. To make the learners able to contribute to the society, both globally and locally, each human resource is expected to have 21st-century competency. Based on the discussion above, experts agree that school curriculum is not designed on a separate learning subject, but the integration of a number of subjects.

The unification of sole curriculum materials in form of correlation and integration learning subject is an effort to enrich learners' horizon and to equip them with holistic skill. The curriculum organization becomes an important study in the purpose to facilitate students in learning the lesson materials and absorb the learning outcomes, so the achievement of educational goals can effectively be achieved. Correlated curriculum dan integrated curriculum can be seen as the development and modification of traditional separated curriculum, and it is considered facilitating the learners in learning the learning materials and making the connection to the actual problem in the society. The borders between each discipline which become the weaknesses of the separated subject curriculum are minimalized, but the disciplines correlation and integration have their strengths and weaknesses depending on the characteristics of the curriculum.

The writing of this paper examined on how integrated and correlated curriculum give impact on Kurikulum 2013 to achieve 21st-century competency. This paper used literature study about integrated and correlated curriculum, 21st-century competence, and supporting documents about Kurikulum 2013.

1.2. Formulation of the Problem

Here is the formulation of the problem to be studied further in the paper:

1. How characteristic correlated and integrated curriculum vitae?
2. What are the advantages and disadvantages correlated and integrated curriculum vitae?
3. How is the relationship between the correlated curriculum and integrated curriculum with Curriculum 2013?
4. How does the curriculum in 2013 towards the attainment of the 21st Century?

1.3. Objective

The general objective of this paper is to provide an understanding of the correlated curriculum and integrated curriculum.

While the specific objectives of this paper are to:

1. Knowing the characteristics correlated and integrated curriculum vitae.
2. Knowing the advantages and disadvantages correlated and integrated curriculum vitae.
3. Knowing the relationship between curriculum and integrated correlated with the curriculum vitae, 2013.
4. Knowing the influence of the curriculum in 2013 towards the attainment of the 21st Century.

Chapter II. Theoritical Review

2.1. *Correlated Curriculum*

Correlated which means correlation, is the existence of the relationship between one with the other. The concept of curriculum correlation was first introduced by Johann Herbart (1776-1841), a German philosopher known for his contribution to moral development in education and in the creation of teaching methodologies designed to build highly structured teaching methods (Ornstein & Hunkins, 2017, p. 82). In terms of organizing learning, Herbart's concept of correlation affects education in the United States in the 1940-1950s. According to Herbart's correlation doctrine, each lesson should be taught in such a way as to relate to other lessons. Learner knowledge will be born as an integrated system of ideas, whereby all previous experiences are linked to new ideas to be learned.

Herbart (Ornstein & Hunkins, 2017, p. 83) also develops pedagogical principles that further evolve into five steps of Herbartians learning method: (1) *preparation*, teachers stimulate learners' readiness by referring to previously learned material to learn new materials; (2) *presentation*, where the teacher presents new lessons to the students; (3) *association*, where a new lesson is intentionally linked to the idea or material that the previous student learned; (4) *systemization*, which involves the use of examples to describe principles or generalizations that students must master; and (5) *application*, which involves testing new ideas or new subject matter to determine whether students have understood and mastered them.

The concept of correlated curriculum similar to Herbart is also presented by Sukmadinata (2016, p. 84) which says that the correlated curriculum is the organizational pattern of matter or concepts learned in a lesson correlated with other lessons. Meanwhile, Dakir (2010, p. 44) says that the correlated form is the organizing of the curriculum in reaction to dissatisfaction with the form of separated subjects. The organization of correlated curriculum according to Dakir is done by combining or correlating two or more subjects whose subject/sub subject has the same purpose of discussion or problem. Interrelationships between subjects/sub-topics of a field of study may be undertaken in the field of similar studies, such as

correlations in the field of IPA (biology, physics, chemistry) or IPS (economics, history, sociology, geography), or in a field of study that is not similar by using a liaison topic, eg Borobudur Temple as a topic of discussion in Science, Social Studies, Citizenship Education and so forth (Dakir, 2010, p. 45).

Meanwhile, according to Nasution (1986, pp. 151) correlation can be done:

a) if two subjects have an incidental relationship, that is, if there is an association with other subjects, for example in Geography subjects can be associated with the discussion of History.
b) If there is a closer relationship, especially if a particular subject matter is addressed in various subjects. If there are similarities in the subject then even if each subject is given in isolation but contributes to the subject matter.
c) Can also some subjects be united, diffused by eliminating their respective boundaries into a field of study, eg Social Science (IPS) consists of History, Economics, Sociology, Anthropology, and Geography.

Similar to previous opinions, Sanjaya (2015) argues that in correlating material or content the curriculum may be conducted with several approaches, including: (a) structural approaches, where subject studies are examined from several similar subjects; (b) functional approach, based on meaningful problem assessments in everyday life, and (c) regional approach, subject matter is determined by location.

Hamalik (2009) further distinguishes the types of correlations that are intended to facilitate students' understanding into two patterns, namely: (1) informal correlation, a teacher asks another teacher from another subject to correlate lessons to be provided with material given by the first teacher; and (2) formal correlation, some teachers jointly plan to correlate the subject, beginning with the determination of a topic/problem, then each can contribute to the discussion of the topic. The characteristics of correlated curriculum according to Hamalik (2009, p. 157) are:

a) Various subjects are correlated with each other.
b) There is an effort to adjust the lesson with the problems of everyday life, although the goal is still limited mastery of knowledge.
c) There is an effort to adjust the lesson to the students' interests and abilities, although the service to individual differences is still very limited.

d) Method of delivery using correlation method.
e) Student activity is developed although the teacher still has an active role.

Zais (1976, p. 406) says the essence of broad fields design is an attempt to eliminate fragmentation or separation of curriculum materials by combining two or more subjects into one study field. Sanjaya (2015, p. 66) further argues that subjects in correlated curriculum are not presented separately, but subjects with similarity or similarity are grouped into a field of study (broad fields), eg Geography, History, and Economics are grouped into IPS or Biology, Chemistry, and Physics are grouped into IPA. Broad fields can be regarded as a modification of the traditional subject curriculum, to bring the subjects together to have interrelated ideas (McNeil, 2006, p. 157).

2.2. *Integrated Curriculum*

Human resources nowadays are demanded to have the ability to apply various disciplines to solve challenges in everyday life. It, then, becomes the main reason of the implementation of integrated curriculum in schools. Schools, ideally, are the places to prepare the learners to face the 21-century challenges in their both daily life and workplace (Lake, 1994). The development of integrated curriculum, therefore, should be based on the needs of relevant and concrete curriculum to create a meaningful learning experience for the learners (Ansyar, 2015). Relevant means the learning material given to the learners are appropriate with the needs or the current situation of their social environment. Concrete means the learners understand the function and the purpose of the learning material given as its authenticity can be applied in the society.

The concrete and relevant curriculum can be accomplished if there is a connection between what is learned a real life of the learners. In connecting the problems that occur in learners' life, the border between each subject at school needs to be eliminated and each school subject can be integrated with one and another (McNeill, 2006; Taba, 1962). Drake and Burns (2004) stated that basic concept of integrated curriculum is the process of making the connection. The connection here is the connection between disciplines or learning subjects at school, the connection

with the real world, and also the connection between skills and conceptual knowledge. The three connections are further discussed through three approaches of an integrated curriculum, namely, multidisciplinary approach, interdisciplinary approach, dan transdisciplinary approach. (Drake & Burns, 2004).

	Multidisciplinary	Interdisciplinary	Transdisciplinary
Organizing Center	Standards of the disciplines organized around a theme	Interdisciplinary skills and concepts embedded in disciplinary standards	• Real-life context • Student questions
Conception of Knowledge	• Knowledge best learned through the structure of the disciplines • A right answer • One truth	• Disciplines connected by common concepts and skills • Knowledge considered to be socially constructed • Many right answers	• All knowledge interconnected and interdependent • Many right answers • Knowledge considered to be indeterminate and ambiguous
Role of Disciplines	• Procedures of discipline considered most important • Distinct skills and concepts of discipline taught	Interdisciplinary skills and concepts stressed	Disciplines identified if desired, but real-life context emphasized
Role of Teacher	• Facilitator • Specialist	• Facilitator • Specialist/generalist	• Coplanner • Colearner • Generalist/specialist
Starting Place	Disciplinary standards and-procedures	• Interdisciplinary bridge • KNOW/DO/BE	• Student questions and concerns • Real-world context
Degree of Integration	Moderate	Medium/intense	Paradigm shift
Assessment	Discipline-based	Interdisciplinary skills/ concepts stressed	Interdisciplinary skills/ concepts stressed
KNOW?	Concepts and essential understandings across disciplines	Concepts and essential understandings across disciplines	Concepts and essential understandings across disciplines
DO?	• Disciplinary skills as the focal point • Interdisciplinary skills also included	• Interdisciplinary skills as the focal point • Disciplinary skills also included	Interdisciplinary skills and disciplinary skills applied in a real-life context

Table 1. Comparison of three integrated curriculum approaches according to Drake and Burns (2004, p17)

According to the table above, the basic of multidiscipline approach is based on a theme. This approach, every discipline (learning subjects at school) are linked due to the same theme but each discipline has different learning product at the end. Therefore, the standard or the competency of each discipline should be classified as a theme or topic or an issue which is learned by the learners (Drake & Burns, 2004; Rusman, 2017). Integration can be implemented in four ways. The first is intradicipline, such as an integration of input, memory, and language output in learning English to escalate English skills (Zhang & Wu, 2013). The second is the integration between skills, conceptual knowledge, and attitude (fusion). The example of the second integration is the use of technology in a learning process to study a learning subject (Drake M. S., 2013). Next is the integration of various

actions, such as service learning and learning center. In Kurikulum 2013, the learning corners that the teachers provided in their classrooms are the example of this integration. Lastly is a thematic approach or theme based unit. The first and the second approaches have a number of similarities which are focused on the integration between skills and conceptual knowledge of each discipline. The skills and conceptual knowledge of each discipline that is integrated into a specific theme (Drake & Burns, 2004). Both can be done by doing study project that integrates two or more disciplines in the process of the project making. The distinctive difference between the two approaches is the context and the purpose of the learning process. In transdicipline approach, the project has to start from a problem or an issue that really occur in their daily life and also able to draw learners' interest. A question of a study case might be a good stimulus of the transdisciplinary approach to help the learners finding the solution by integrating their knowledge and skills which they have learned in each discipline (Lake, 1994; Drake and Burn, 2004). In Inter-discipline approach, in contrast, the purpose of the project is the application of knowledge and skills based on the teacher's questions or task. As a result, the two approaches have a different starting point.

The integrated curriculum can be described in another design. Soetopo and Soemanto (Idi, 2014) present three designs of the integrated curriculum such as the child-centered curriculum, the social functions curriculum, and the experienced curriculum. Another curriculum design is described by Oliva (2013). She presents another part of the integrated curriculum, core curriculum. Lounsbury and Vars (as cited in Oliva, 2013) defines core curriculum as "a form of curriculum organization, usually operating, within an extended block of time in the daily schedule, in which learning experience is focused directly on problems of significance to students." Rusman (2011) stated that core curriculum is not only using various disciplines in finding the problem solving, which is the characteristic of an integrated curriculum but also using various aspects of learner's environment. It is also mentioned that core curriculum, as matter as integrated curriculum, should be developed between teachers and learners.

The characteristic of integrated curriculum is already discussed by several experts. The main characteristics of an integrated curriculum are the centralization of the

learning experience in the form of problem-solving which occurs in the learners'real life in a thematic way (Idi, 2014; Rusman, 2011; Sukmadinata, 2016; Lake, 1994). Below is the supporting characteristics of the integrated curriculum:

- Accentuate on the process of learning activity which involve the content and the process from one or more social knowledge or attitude that have a correlation with the chosen theme (Idi, 2014; Sukmadinata, 2016).
- Sharpen problem-solving skills that are reliable with the current condition by analyzing the facts that happen. (Sukmadinata, 2016; Rusman, 2011).

Based on the rationale above, integrated curriculum is possible, to begin with, a problem that the learners have to solve. As a conclusion, transdicipline can precisely be the approach to equip the learners in solving real-life problems in their daily life and to face the challenges in workplaces.

Chapter III. Analysis and Discussion

The Correlated curriculum emphasizes the interrelationship of one subject with other subjects but tends to remain attentive to the characteristics of each subject. According to its characteristics, through the correlation, it is expected that the students' knowledge can be more unified, inseparable, and able to relate the previous learning experience to the topic to be studied. The emphasis of learning in correlations prioritizes the interconnection of one's knowledge with other knowledge of a fact that enables the use of functional knowledge for the student. Correlation allows information about a subject to be obtained separately in different subjects at different times, or it may be a subject at the same time highlighted only by one field of study but has incorporated several subjects in it so as to provide a mutual learning experience related and intact.

The depth of the subject matter (material) usually becomes one of the limitations of the correlated curriculum. Correlations formed in a field of study such as IPS, for example, tend to emphasize one of several studies in it, disproportionate, the tendency of one subject's emphasis is influenced by the specialization of the teacher's education in the field of study compared to the substance of the IPS itself. In the form of correlation, of course, the depth is not a priority. The interrelationship between similar subjects within a field of study takes precedence. Communication and teacher collaboration in the correlated curriculum is needed to build correlation in organizing curriculum materials. Establishment of teacher cooperation forum or team teaching is also needed as the effort to guarantee correlation and support of each subject to discussion of a topic. Problems that tend to arise related to the effectiveness of a correlated model are usually unavailable times, where the teacher does not have sufficient time for discussion and collaboration to organize the material to be correlated. Another problem that can arise is from the educational system used, for example in the primary school where the class is managed by a classroom teacher, then the expected correlation will rely heavily on the teacher's ability.

The correlated curriculum designer basically does not want to create a broad field form but there are times when it is necessary to connect between subjects to avoid fragmentation of curriculum materials. Correlation form is a mid form between separated subjects and integrated curriculum, which attempts to connect subjects to one another while retaining its identity (Ornstein, 2013). The complexity of social phenomena and the problems that exist in community life provide the basis for curriculum developers in schools so they should not be based on separated subjects, but rather emphasize combining a number of subjects that share the same traits to be a field of study (broad field), also known as the interdisciplinary approach (Hamalik, 2009).

Correlation in curriculum design tends to be synonymous with articulation that refers to the vertical and horizontal relevance of various aspects of the curriculum (Ornstein & Hunkins, 2017, p. 187). Vertical tends to lead to the order of content from one level to another, where correlations are built with regard to the material, perquisite, or prior knowledge that the student has. For example, a teacher may design algebraic material so as to link algebraic concepts with in geometry-related material in math lessons. Such correlation ensures that students receive the necessary preparation for further learning. Horizontal articulation (sometimes called correlation) refers to the relationship between related elements, such as when the curriculum designer develops the relationship between Social Studies in the eighth grade and English lessons in the eighth grade.

The implementation of integrated curriculum is different from the implementation of the conventional learning process. Each learning subject or discipline is taught separately since the planning up to the assessment. Integrated curriculum, on the other hand, portfolio, project, written report are the examples of the learning process and the assessment process in which involving the integration of two or more disciplines (Brauer & Ferguson, 2014; Lake, 1994). The implementation of integrated curriculum, therefore, relatively needs longer time in planning the project as it involves teachers across disciplined and learners in deciding the project plan until the assessment rubric (Brauer & Ferguson, 2014; Fraser, 2000)

Another challenge in implementing this curriculum also lays in the variety of the teachers' competency. For both freshman teachers and experienced teachers who are accustomed to the conventional approach, the Integrated curriculum can be a great challenge. A new teacher with less experience, for example, will need more strategy and knowledge on how to plan the learning activity that precisely targets on the purpose of an integrated curriculum. For the conventionally experienced teachers, as another example will need more practice on how to shift their paradigm which teachers are not the center of the learning process, but the learners. Moreover, it needs inquiry and planning process together with other teachers and with the learners as well (Fraser, 2000). Another issue also occurs when the teachers ware taking their education. They specifically focus on their discipline. The graduates of chemistry, as an example, only studied chemistry in the university and not biology or physics but they have to teach science where the three intradiciplines are integrated. Some teachers may not have sufficient comprehension in some disciplines that are needed to guide the learners to understand the required knowledge. According to Mason (1996), if a teacher has a limit on the knowledge and skill related to a certain discipline, then it will directly affect towards his capability in integrating the intended disciplines. However, the implementation of integrated curriculum is a challenge that should be faced by a new teacher or even an experienced teacher.

Although there are plenty of challenges faced by the teachers, there are numbers of advantages that the learners can obtain. If an integrated curriculum is properly executed, it will help the learners to explore their creativity so the learning process in the classroom will be interesting. The long-term advantage is the learners will be prepared in facing the challenges in the workplace and dealing with the real-life problem (Fraser 2000, Lake 1994). Another benefit of the implementation of integrated curriculum is accommodating the working system of the human brain which it helps the learners to understand the concept and master certain skills since they learn things in a context and connected one and another (Caine and Caine, 1991 in Lake 1994). In contrast, our brain will need more time to process information if each discipline is taught separately.

A number of studies have been examined to measure the success of integrated curriculum. A case study by Kim, Andrews dan Carr (2004), for instance, presents the comparison of learning result between integrated curriculum and conventional curriculum in a public university. The result is the students who join learning process that implements the integrated curriculum with standard basis have higher professional preparation in all standard (13 standards) and in all competency areas compared to the students who are thought with the conventional curriculum.

Integrated and Correlated Curriculum in Kurikulum 2013 for Getting Competencies 21 First Century

Kurikulum 2013 is designed to strengthen student competencies in terms of knowledge, skills, and attitudes intact. Achievement of competence pursued through learning where a number of subjects assembled as a unity that mutually supports the achievement of these competencies. At the level of SD/MI, the nuance of integrated is felt more because all subjects are designed into one and presented in the form of themes, while in SMP/MTs learning has begun to be organized separately into subjects but correlated curriculum approach can still be seen. Separation is not fully done in SMP/MTs, for example in materials from disciplines such as Physics, Chemistry, Biology, and Earth and Space Science are still presented as a unity in the field of Natural Science (IPA) studies. This is intended as a transitional form towards secondary education but still strives to provide full insight for SMP/MTs students about the basic principles governing the universe and its contents. The field of biological science tends to be used as a basis for discussion to correlate the topic of discussion with other fields of science. Living things are used as connecting objects to explain basic principles that govern nature such as natural objects and their interactions, energy and balance, and so on. In accordance with the concept of Curriculum 2013, science learning is conducted in an integrated and intact manner so that students are skilled in presenting their knowledge, and acting as a creature who is grateful for the grace of the universe through responsible utilization (Ministry of Education and Culture, 2016). The correlation was seen in the preliminary activities guide in the Kurikulum 2013 teacher books, that before

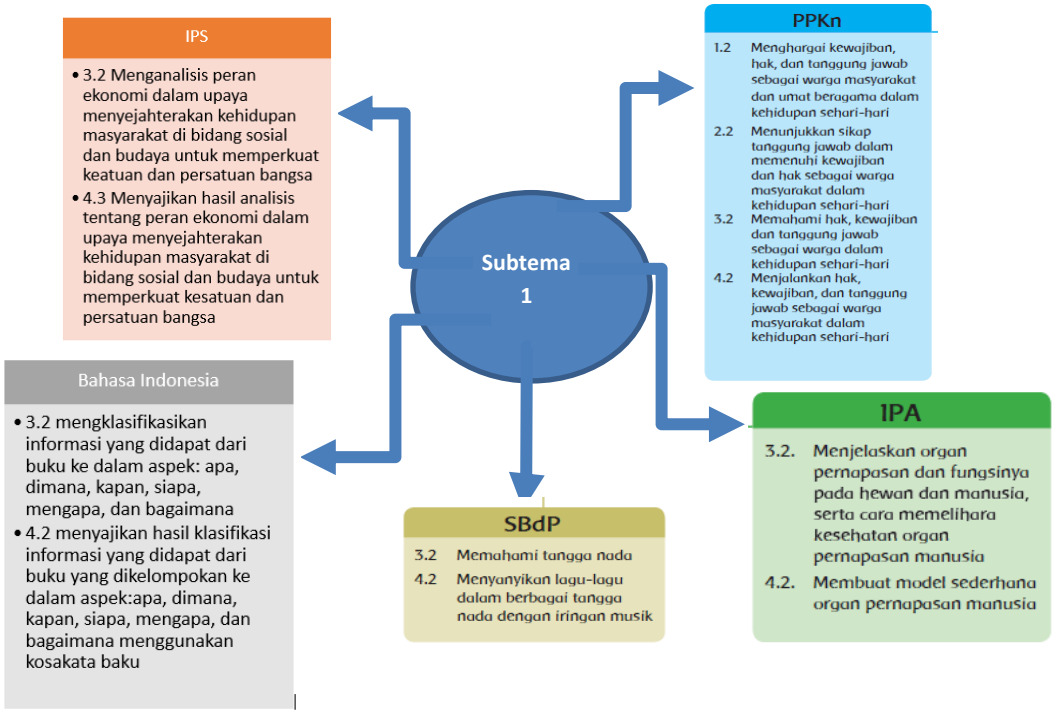
the presentation of new learning is always preceded by the disclosure of previous student learning experience, linking what students already have with new material to be studied in accordance with the concept of preparation in the method of learning correlations conveyed by Herbart (in Ornstein & Hunkins, 2017, p. 83).

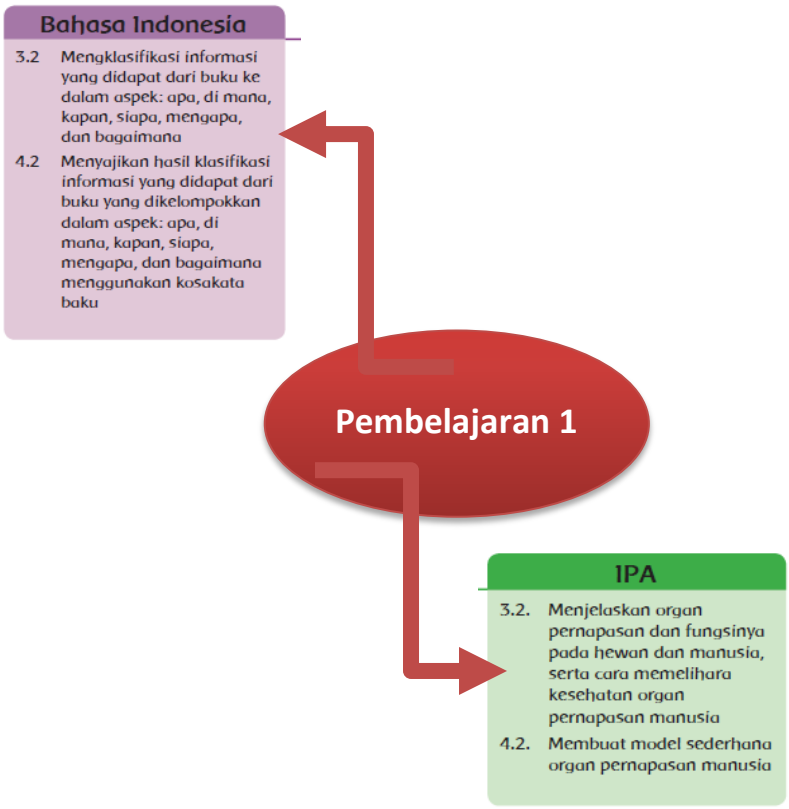
Integrated curriculum impacts Kurikulum 2013, especially at primary school level. It can be seen in Permendikbud Nomor 22 tahun 2016 about Standar Proses Pendidikan Dasar dan Menengah In part II about learning characteristics, it is mentioned that "Pembelajaran tematik terpadu di SD/MI/SDLB/Paket A disesuaikan dengan tingkat perkembangan peserta didik". The explanation about unified thematic learning can be found in Rusman (2015) as unified thematic learning is learning that is packaged in the form of themes based on the content of several subjects that are integrated or integrated. The concept of unified thematic learning, as Rusman (2015) stated, has strong relationships with the concept of integrated curriculum. The basic concept of integrated curriculum is integrating two or more disciplines into a topic, theme, or issue so the separation between each discipline becomes limitless. In unified thematic learning, it is not stated anymore about learning subject or discipline but the theme that will be discussed during the learning process.

The impact of integrated curriculum is dominant in Kurikulum 2013 document in form of teacher's book and student's book. The two books are developed with the supervision of the Education and Culture Ministry. In those books, there is no learning activity in form of separated disciplines but in form of theme (except for Mathematics and PJOK for 5th and 6th grader). Specifically, in teacher's book, it is shown core competency that will be achieved in the certain level and basic competence. Each basic competence, next, is classified into subtheme which is the description of a certain theme. Each subtheme, then, is broke down into learning unit. The diagram below shows as an example.

Tema 1 - Udara Bersih bagi Kesehatan

Subtema 1 - Cara Tubuh Mengolah Udara Bersih	Subtema 2 - Pentingnya Udara Bersih Bagi Pernapasan	Subtema 3 - Memelihara Kesehatan Organ Pernapasan Manusia	Subtema 4 - Kegiatan Berbasis Proyek dan Literasi





The three examples above are taken from theme 2 of grade 5 first semester theme. In diagram 1.1, it can be seen that clean air theme for human's health has four subthemes. Each subtheme has basic competence that based on core competence which will be attained (see diagram 1.2). Core competence and basic competence are base on Permendikbud Nomor 24 tahun 2016 Lampiran 01 tentang Kompetensi Inti dan Kompetensi Dasar. Those subthemes, then, are broke down into learning unit. In diagram 1.3, basic competence that is intended to be achieved in learning unit 1 is a part of basic competence that is stated in the subtheme. If we refer to the terms and condition in teacher's book, then in every semester, there are 5 themes. Each theme has three subthemes. Each subtheme has 6 learning units. each learning unit is expected to be completed in one day. To finish three subthemes is, therefore, three weeks.

The integrated curriculum is visible when the teachers carry out learning unit in order to achieve mapped basic competence that has been mapped. There is no "title" of learning subject, for instance, science or language arts, but series of activities which give students learning experience for them to achieve intended basic

competencies. It can be seen from the learning steps which are attached in teacher's book. The title or the name of the learning subject is not mentioned in the book, but the activities that the students can do such as, reading, writing, giving an opinion, and other activities that are planned by the teacher. In order to achieve the integration between learning subjects and the intended basic competence, a precise assessment method is required. In teacher's book, each learning unit is equipped with the scoring rubric that can be used to give feedback to the learners after the learners demonstrate or perform the basic competence. Other than scoring rubric, there is project and literation task in the fourth week or when the last subtheme of each theme is completed. The activity of the fourth subtheme is designed for the learners to apply their ideas and knowledge from the first to the third subtheme into an integrated project. It is then in accordance with the concept of integrated curriculum, which the learners have to integrate various basic competence from different disciplines to complete the project designed by the teacher. From the curriculum mapping process to specific themes, student-centered learning process, and assessment method used in Kurikulum 2013, it can be concluded that integrated curriculum gives great influence to Kurikulum 2013, especially for primary school level.

One fundamental question of this study, "Does integrated curriculum in Kurikulum 2013 able to generate the 21st-century competence?" to answer the question, deeper understanding related to the 21st-century competence is required. There are three categories of 21st-century competence, namely, life and career skills, learning and innovation skills, information, media, and technology skills with core subject 3R (reading, writing, and arithmetic). In learning and innovation skills, there are 4 areas of competency, such as creativity and innovation, critical thinking and problem solving, communication, and collaboration. Those areas are explicitly seen as one of Graduation Standard Competence in Permendikbud Nomor 20 tahun 2016 tentang Standar Kompetensi Lulusan. At skill aspects, it is mentioned that learners have the thinking skills and ability to be creatively productive, critical, independent, collaborative, and communicative. Based on the purpose, Kurikulum 2013 leads to the achievement of 21st-century competency. Next, is learning the process of Kurikulum 2013. It is more likely to use the scientific approach with the basic of

discovery/inquiry learning. The Scientific approach, strengthen through discovery/inquiry learning, can generate learners with 21st-century competency. Life and career skill will be shaped when the learners interact in group works where dynamics in group work will shape social personality and leadership and also decision making attitude. Learning and innovation skills can be generated through learning activity, particularly, discussion, group work, project and other tasks given by the teacher. Information, media and technical skill are needed for the learners to do various learning activity, like finding reliable resources and presenting an opinion. The three categories are covered in the core subject, which is reading, writing, and counting where the content is the integration of disciplines.

Chapter IV. Conclusion and Recommendation

4.1. Conclusion

The complexity of the problems faced by young people in society and the need for human resources capable of applying a range of disciplines to solve problems that arise in everyday life is one of the basic outbreak of thinking in the development of models correlated and integrated curriculum, as well as the basic reaction of the parties, are not satisfied with the curriculum subjects (subject curriculum) which tend to be rigid at the boundaries of disciplines.

The link in the correlated and integrated curriculum is a factor that into the concept of discrimination, either in an attempt to connect with the student's interests, the needs of society, technological innovation, and the demands of the world of work or function relationship in how students can realize and apply their knowledge in everyday life as part of the meaningful learning for students. Changes the view in the learning process is now more emphasis on the development of each individual student holistically with student-centered activities through a learning process that makes it easy, meaningful, and attract students, not just focus on improving students' intellect alone.

Correlated and Integrated Curriculum provides a unique color in 2013. Correlated and integrated curriculum present on Curriculum 2013, in relation to the attainment of the 21st Century Competencies 21st century, is one of the outcomes to be achieved Indonesia through 2013. Involvement integrated curriculum vitae clearly visible on basic education that uses integrated thematic learning. Elimination subjects merged into themes is one of the main characteristics of the integrated curriculum.

4.2. Recommendation

There are several recommendations submitted, among others:

1. Developers of curriculum and teachers as implementers require more comprehensive preparation in order to implement integrated and correlated curriculum in accordance with the objectives to be achieved.

2. Thematic learning should address the issues or issues that are developing around the learner's environment by actively involving learners.

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