Correction to "The national curriculum implementation into the operational curriculum based on multiple intelligences theory (Research dissemination before pandemic Covid-19)"

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The authors regret that there was a data error in Table 1: Curriculum level. Table 1 should have five curriculum levels, but it is written that there are only four levels. The curriculum levels should be ideal curriculum, formal curriculum, instructional curriculum, operational curriculum, and experiential curriculum. The explanation, form, and function of the experiential curriculum have been mentioned in the revised Table 1. The correct version of Table 1 is given below.

Table 1.
Curriculum level

1. Ideal Curriculum		
Definition: Everything that is considered important and needs to be included in education	**Form:** - Idea - Ideas	**Function:** As a reflection of the aspirations of constituents that need to be considered and packaged in the right form by all parties involved
2. Formal Curriculum		
Definition: Shown in the form of an official curriculum document	**Form:** - National Curriculum	**Function:** To shape the vision and mission of education, objectives and guidelines for implementation and development
3. Instructional Curriculum		
Definition: Translation of formal curriculum be a set learning scenario	**Form:** - Syllabus - Lesson Plan	**Function:** To form a set learning scenario described objectives, materials, methods, learning steps, learning materials as well evaluation
4. Operational Curriculum		
Definition: The objective embodiment of instructional curriculum intentions is in the form of learning interactions	**Form:** - Learning Activities	**Function:** Creating a participatory learning process and humanizing humans (appreciating the potential that students already have) in accordance with student characteristics and indicators to be achieved.
5. Experiential Curriculum		
Definition: The meaning of the learning experience that is shared by students	**Form:** - Results and evaluation of learning	**Function:** - To evaluate learning activities, program evaluation and curriculum evaluation - As a basis for developing or improving the curriculum

Source: Gandasari (2019, pp. 24–25)

References

Gandasari, A. (2019). *Pengembangan Model Kurikulum Operasional Berbasis Multiple Intelligences untuk Meningkatkan Kemampuan Saintifik Siswa*. Universitas Pendidikan Indonesia, Bandung.