

# Metaphor for and curriculum as metaphor education essay

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A metaphor (from the Greek *metapherein*, meaning "transference") is a figure of speech in which a word or phrase is used to describe something it does not literally denote, example the journal is a gem (McGlone, 2007). In my opinion, metaphor is used by someone to make something easier to understand by analogizing it. Metaphor plays an important role in the understanding and learning of concepts in science (Cameron, 2002). Firstly, metaphor can be used to explain concepts. For example, when I was studying in bachelor degree student of biology education program, I got genetics course. The subject is about genetic material which I cannot observe directly. When my professors explained the cutting of DNA strand by the helicase enzyme, he analogizing the work of helicase enzyme helicase was like clothes zippers when opened. In analogizing it, the explanation of my professors about work of helicase enzyme can I accepted easily. Secondly, one benefit of metaphor is to aid someone "updates" their knowledge related to the previous one (Meyer, 2005). Metaphor relates new knowledge with previous knowledge that has been received so that students can accept new knowledge easily. For example, when I taught in junior high school, I explained the new concept, namely cell. Students did not know about cell. I related my explanation about cell with a country where students have learned it concept before. Cell consists of organelles that have their own function such a state. For example, cell nuclei as government, the function is responsible for regulate all activities. With analogy like that, student can comprehend new knowledge easily. Thirdly, metaphor often functions didactically as approaches to teaching (Botha, 2009). Based on my experience as teacher, metaphor improves learning approach that I do

although at that time I did not know that I use metaphor. Learning is more constructivists. Students become more active because students can describe a term with other terms that they already know. Previously, learning is a teacher-centered learning, students only receive and memorize concepts that I have given. With metaphor, students build their own concept. Learning approach is change, learning is student-centered learning. Learning becomes more enjoyable. Another experience, when I was studying in bachelor degree of biology education, my professor explained the process of protein synthesis use role playing. Students played role as ARNd, ARNm, ARNt and amino acid. In addition, metaphor determines the way the learner or learning process (Botha, 2009). Based on my teaching experience, students tend to memorize the concepts that they have received when answer questions. After questions done, most students will forget if I asked the same questions in the future. Students tend to be literal thinking. Students memorized concepts that be obtained in from literature. Students did not make interpretations based on what they perceive. Students become passive in accepting knowledge without an active role to mastery the knowledge. Literal thinking makes students think narrowly. With metaphor, which uses parables, students understand a concept better. Students did not memorize the concept as it is written in book, and students tend to understand it. More knowledge is embedded in the minds of students. I did not realize that I used metaphor before. Literal thinking also occurred in curriculum terms. As a system, curriculum is a metaphor. Curriculum has a broad meaning. In the field of curriculum, curriculum has many kinds of images. By using metaphor, curriculum can be described as a subject matter, curriculum as a planned

program, the curriculum as cultural reproduction, and so on. In Indonesia, curriculum occur improvement from curriculum 1994 to KTSP (Kurikulum Tingkat Satuan Pendidikan). The purpose of improvement is to get a good quality in education. When I was elementary school, curriculum is curriculum 1994. In the curriculum, teacher plays an important role. Learning is teacher-centered learning. Learning method is speech. Curriculum 1994 gets much comment because teacher dominated in learning. Curriculum is improved. KTSP is a form of renewal and improvement of the curriculum. In the KTSP, emphasized student-centered learning, developing a variety of methods and models of teaching, using multimedia and multistrategies approach, learning resources and appropriate technology, and utilize the environment as a learning resource. Additionally, in KTSP, schools can develop curriculum according to the needs, requirements, and interests of learners in regional. Unfortunately in practice, KTSP is illogical because national exam is still the main orientation for student's graduation. One of many factors that affect student graduation is teacher. Almost all teachers in Indonesia include me before they start of the lesson, teacher prepares syllabi, lesson plan, student worksheet, learning media and student assessment. They do that so that the learning goes well. According to Schubert's curriculum images (Schubert, W. H., 1986), teacher experience in Indonesia belong I tend to curriculum as a program of planned activities. All learning activities are planned activities, both written and unwritten so that learning activities are more targeted. In conclusion, there are benefits of metaphor, namely metaphor for describing of concept, relating between new knowledge and previous knowledge, improving of teacher approach and knowing the student way in learning.

Based on my experience, I describe curriculum as a program of planned activities.