



Original Article

Various Models of Curriculum Development

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Abstract:

Curriculum is a fundamental element in education that continuously evolves to adapt to the changing times. This paper aims to review various curriculum development models proposed by educational experts and to analyze the factors influencing curriculum changes in Indonesia. The study employs a qualitative-descriptive approach using a literature review method. The findings reveal that curriculum development models such as those by Tyler, Taba, Wheeler, Goodlad, and the Backward Design each have their own strengths and limitations. Political influences, technological advancements, and social dynamics are identified as the main drivers of curriculum change in Indonesia. The Merdeka Curriculum is considered effective in enhancing character education through project-based approaches and flexible learning structures.

Keywords: Curriculum, Development Models, Merdeka Curriculum, Character Education.

Introduction

Curriculum is the main component in education that plays a role as a guide to achieve learning objectives. The curriculum development process involves structured steps, ranging from design, implementation, evaluation, to refining learning materials and teaching methods. This paper will review various curriculum development models designed by educational experts to meet the needs of educational institutions and students ([Qomaruddin, 2019](#)).

The background of curriculum development in Indonesia is related to the need for adapting the education system to the times, science, technology, and the demands of society. The curriculum is designed as a guideline for organizing learning that aims to educate the nation's life, as mandated by the 1945 Constitution.

Curriculum changes happen continuously to address evolving social, cultural and political challenges. For example, since independence, the curriculum has undergone many revisions to meet the needs of national education, from the 1947 Curriculum to the current Merdeka Curriculum. Each curriculum change reflects the government's efforts to improve the quality of education and shape the character of students in accordance with the values of Pancasila and global guidance.



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In addition, curriculum development is also influenced by the results of evaluations of previous curriculum implementations. This evaluation aims to ensure that the curriculum is able to improve the quality of graduates, the relevance of learning materials, and the effectiveness of the school learning process. A good curriculum must be dynamic in order to accommodate the changing needs of society and the development of science.

Methods

This research uses a library research method with a qualitative descriptive approach. Data were obtained from various sources such as scientific journals, textbooks and national curriculum documents. The analysis was conducted by comparing curriculum development models and examining their implications for the education system in Indonesia.

Discussion

1. What are the main factors that influence the curriculum changes in Indonesia?

The main factors influencing curriculum change in Indonesia include various interrelated aspects. The following is an explanation of these factors

1) Socio-Political Influences

Changes in social and political systems are often the main drivers of curriculum change. For examples:

- After independence, the 1947 curriculum was designed to remove the influence of Dutch colonial education and instill national values. ([Lukman Panji A, 2023](#)).
- Political reforms, such as the decentralization of the post-New Order government, also influenced the 2004 curriculum (Competency-Based Curriculum) and the 2006 curriculum (KTSP), which gave schools more autonomy in developing their own curriculum

2) Development of Science and Technology

Advances in science and technology encourage curriculum updates to keep it relevant to the needs of the times:

- Changes in information and communication technology affect learning methods, such as technology in the Merdeka Curriculum.
- The adjustment of learning materials to scientific developments ensures that students gain skills that are in line with the era of globalization and the industrial revolution 4.0.

3) Government Policy

The direction of national development and government policies greatly influence the curriculum:

- The government often changes the curriculum to match the vision of national development, such as the focus on character education in the 2013 curriculum
- The policies of the new education minister also often bring changes, although this is often criticized as being too frequent without in-depth evaluation.

4) Community Dynamics

Public demand for the quality of education is also an important factor: - Criticism of student learning outcomes, such as low PISA scores, encourages changes towards a more flexible and student needs-oriented approach, such as

the Merdeka Curriculum.

- Social, cultural and economic changes in society demand a curriculum that can produce graduates with competencies relevant to the future world of work.
- 5) National Ideology and Values
- Curriculum is often used as a tool to reinforce the values of the country's ideology:
- - For example, the use of Pancasila as the main foundation in the 1968 curriculum and the introduction of National Struggle History Education in the 1984 Curriculum aimed to strengthen national identity.
- 6) Evaluation of the Previous Curriculum
- The results of the evaluation of the implementation of the previous curriculum are the basis for improvement.:
- Dissatisfaction with the effectiveness of the 2006 Curriculum (KTSP), for example, prompted the government to replace it with the 2013 Curriculum, which is more structured and oriented towards character education.
 - By considering these factors, curriculum changes in Indonesia are a response to global challenges, local needs, and the internal dynamics of the education system. It aims to improve the quality of education while producing a generation that is ready to face future challenges.

1. How the curriculum can be adapted to the development of science, technology, and the demands of society

The curriculum can be adapted to the development of science, technology, and the demands of society through the following approaches:

1) Integration of Science and Technology

The curriculum should reflect the latest developments in science and technology. This includes:

- Adjustment of teaching materials to the latest discoveries in various fields of science.
- Utilization of digital technology, such as online-based learning, interactive multimedia, and digital platforms to support the teaching-learning process

2) Relevance to Community Needs

The curriculum must be designed to be relevant to the changing needs of society. This involves:

- Alignment of learning materials with the demands of the world of work, such as 21st century skills (collaboration, communication, creativity, and problem solving)
- Emphasis on relevant global issues, such as environmental awareness, mental health, and social health ([Camelia,2020](#))

3) Flexibility in Learning

A flexible curriculum allows for adjustments to individual student needs as well as changing times:

- Provide space for students to explore their interests and talents.
- Adjust learning methods based on students' learning styles and technological advances.

4) Competency-Based Approach

The competency-based curriculum emphasizes mastery of practical skills that can be applied in real life. This approach ensures that students not only

understand the theory but are also able to apply it directly.

5) Continuous Evaluation

Curriculum changes should be based on an evaluation of the effectiveness of the previous curriculum. This evaluation helps to ensure that the curriculum remains relevant to developments in science, technology and the needs of society.

6) Collaboration with Stakeholders

Curriculum development requires collaboration between the government, educational institutions, industry and the community. This collaboration ensures that the curriculum reflects the real needs in the field while preparing students to face the challenges of the future.

By implementing these steps, the curriculum can continue to evolve dynamically to meet the demands of the times while preparing young people who are competent and responsive to global changes.

2. How the Merdeka Curriculum affects character education in Indonesia.

The Merdeka curriculum has a great influence on character education in Indonesia through innovative approaches that are relevant to the needs of the times. Here are some of the ways the Merdeka Curriculum influences character education:

1) Integration of Pancasila Student Profile

The Merdeka Curriculum explicitly makes the Pancasila Learner Profile the main goal of learning. This profile includes six characters dimensions: faith and fear of God, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These dimensions are integrated into various learning activities, both intracurricular, co-curricular, and extracurricular to build student character based on Pancasila values.

2) Project-Based Learning

One of the main features of the Merdeka Curriculum is project-based learning. Through real projects, students are invited to develop values such as responsibility, cooperation, creativity, and social care. For example, projects related to environmental or health issues allow students to learn while building positive character in accordance with the Pancasila Learner profile.

3) Flexibility in Learning

The Merdeka Curriculum gives teachers the freedom to develop teaching tools that suit students' needs. This allows the integration of character values into various subjects and learning activities. Teachers can tailor materials to the local context and students' interests to ensure character education is relevant and effective.

4) Focus on Moral and Ethical Values

Merdeka Curriculum emphasizes student character building based on moral values, ethics, and high integrity. Characters such as independence, discipline, responsibility, and the ability to work together are developed through meaningful and contextual learning activities.

5) Reinforcement Through Technology

Technology is also a supporting tool in character education in Merdeka Curriculum. Platforms such as "*Merdeka Mengajar*" provide training for

teachers as well as teaching tools that enable more effective integration of character education in the learning process.

6) Overcoming Moral Crisis

Merdeka Curriculum is designed to address the moral crisis that often occurs among Indonesia's young generation. With a student-centered approach and an emphasis on Pancasila values, this curriculum aims to produce a generation that is not only academically intelligent but also has a strong character and is able to compete globally.

Conclusion

Various curriculum development models offer different approaches to meet the needs of educational institutions and learners. The choice of model depends on the educational objectives, learner characteristics and available resources. By understanding the advantages and disadvantages of each model, educators can design an effective curriculum to improve the quality of learning.

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