



Systematic literature review: curriculum development principle

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ABSTRACT

The curriculum is the core of the essential educational process carried out in various schools. Indonesia has undergone several changes to the newest curriculum, namely the independent curriculum. Changes in the education curriculum must adapt to the times without leaving the relevant cultural values of society. The method used in this study is a literature study through sources related to the principles of curriculum development. Curriculum development sources include; empirical data, experimental data, folklore, and general community knowledge. The directions in curriculum development are divided into two things: General Principles, which include; the principle of relevance, the principle of flexibility, the principle of continuity, the principle of practicality, and the principle of effectiveness, Specific Principles include; principles of determining educational goals, selecting educational content, selecting teaching and learning processes, selecting media and teaching tools, and principles relating to assessment. The curriculum plays a vital role in determining the success of education because the existence of the curriculum is concrete evidence to achieve national education goals.

ARTICLE INFO

Article History:

Received: 4 Feb 2023

Revised: 24 Mar 2023

Accepted: 18 Apr 2023

Available online: 26 May 2023

Publish: 5 Jun 2023

Keyword:

Curriculum; curriculum development; development principles

Open access

Curricula: Journal of Curriculum Development is a peer-reviewed open-access journal.

ABSTRAK

Kurikulum menjadi inti dari proses pendidikan yang penting dilakukan di berbagai sekolah. Indonesia telah mengalami beberapa kali pergantian sampai kurikulum terbaru, yaitu kurikulum merdeka. Perubahan kurikulum pendidikan haruslah menyesuaikan dengan perkembangan zaman tanpa meninggalkan nilai-nilai budaya masyarakat yang relevan. Metode yang digunakan pada penelitian ini adalah studi kepustakaan melalui sumber yang berkaitan dengan prinsip pengembangan kurikulum. Sumber-sumber pengembangan kurikulum, meliputi; data empiris, data eksperimen, cerita rakyat dan pengetahuan umum masyarakat. Adapun prinsip-prinsip dalam pengembangan kurikulum terbagi atas dua hal: Prinsip Umum, yang meliputi; prinsip relevansi, prinsip fleksibilitas, prinsip kontinuitas, prinsip praktis, dan prinsip efektivitas, Prinsip Khusus, yang meliputi; prinsip penentuan tujuan pendidikan, prinsip pemilihan isi pendidikan, prinsip pemilihan proses belajar mengajar, prinsip pemilihan media dan alat pengajaran, dan prinsip yang berkenaan dengan penilaian. Kurikulum berperan penting dalam menentukan keberhasilan pendidikan, karena keberadaan kurikulum menjadi salah satu bukti nyata dalam tercapainya tujuan pendidikan nasional.

Kata Kunci: Kurikulum; pengembangan kurikulum; prinsip pengembangan

How to cite (APA 7)

Azalia, A., Leria, D. P., Taufik, E., Izzah, S. N., Nugraha, S. & Arya, G. Z. (2023). Systematic literature review: curriculum development principle. *Curricula: Journal of Curriculum Development*, 2(1), 141-154.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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INTRODUCTION

The curriculum constitutes the foundational element of the educational process within schools. The direct influence of curriculum implementation on educational outcomes cannot be overstated. Curriculum development embodies the meticulous process of strategizing and assembling educational content by proficient curriculum developers. The ensuing curriculum serves as the pedagogical content and point of reference, pivotal for attaining educational objectives (Setiyadi et al., 2020; Rouf et al., 2020; Nurdin, 2018). Functioning as a comprehensive portrayal of the instructional material, the curriculum assumes paramount significance within the realm of education. As an instrumental instrument, the curriculum not only facilitates the accomplishment of educational aims but also stands as a guiding framework for the execution of pedagogy across diverse educational categories and tiers (Santika et al., 2022).

The curriculum encompasses a spectrum of activities conducted within schools with the intent of shaping children's learning towards goal achievement. These activities encompass instructional and learning endeavors, strategic formulation within the learning process, and methodologies for appraising pedagogical advancement programs. The curriculum, as per its definition, constitutes the very essence of the educational process within educational institutions (Hidayat et al., 2020; Ma'rufah, 2020). Serving as a compass for students' learning journeys, the curriculum crystallizes in the articulation of objectives, blueprints, and frameworks for learning, subsequently actualized within the school's milieu. It becomes imperative to comprehend and implement the underlying principles that underpin the curriculum's construction (Mumtazah & Romah, 2018). However, this aspect is frequently overlooked by those responsible for curriculum execution, leading to suboptimal or diverted educational goal attainment. Hence, rooted in the theme of comprehensive and specific principles within curriculum development, the authors aspire for curriculum implementers to acquaint themselves with, assimilate, and adeptly apply the principles of curriculum development, particularly in addressing multifarious shortcomings en route to attaining excellence.

Grounded in this exposition, the author endeavors to elucidate the intricacies pertaining to the principles underpinning curriculum development. A firm grasp of these principles assumes paramount significance, ensuring the perpetual alignment of the curriculum with contemporaneous trends and societal requisites. Furthermore, this comprehension informs the procedural course of its development, conducted in strict accordance with these guiding tenets. This understanding necessitates assimilation by curriculum developers, serving as the bedrock upon which a meticulous and accurate curriculum development process is meticulously and accurately executed in strict conformity with established guidelines.

LITERATURE REVIEW

Definition of Curriculum

In Arabic, the term "*manhaj*," meaning path or way, commonly denotes the curriculum. In accordance with Law Number 20 of 2003 concerning the National Education System, the

curriculum is delineated as "a tool encompassing methods and means meticulously prepared to structure intended objectives." Initially confined to subject-specific definitions, the concept of curriculum has undergone a transformation, now encompassing all learning-associated endeavors aimed at realizing educational objectives. [Camelia \(2020\)](#) expounds that this evolution in meaning is rooted in the shift from a curriculum's initial association solely with subjects or studies to encompassing all facets of learning activities undertaken within educational institutions.

The advancement of Science and Technology imposes the imperative for continuous alignment of the school curriculum with these strides. Consequently, the curriculum assumes a multitude of responsibilities and challenges, necessitating resolutions to ensure harmonious integration of learning with the progress in Science and Technology. The pedagogical process demands seamless infusion of technology, particularly information and communication technologies, into the learning sphere ([Mulyadi, 2021](#)). To garner a comprehensive education, students must cultivate interpersonal skills by engaging with fellow school members and participating individuals, as well as the available tools. Within the realm of curriculum development, involvement extends beyond individuals directly associated with the educational sector. It encompasses a diverse array of stakeholders including politicians, entrepreneurs, parents of students, and other segments of society invested in education ([Aldini et al., 2022](#); [Camelia, 2020](#)). In this context, the school institution bears the responsibility of implementing the framework that optimizes the curriculum. This framework encompasses comprehensive information pertaining to:

1. The subjects and concepts that necessitate students' comprehension and acquisition.
2. The competences that students are expected to develop and exhibit.
3. The designated study hours, dictating the duration of engagement.
4. The mode of instruction, delineating whether it involves face-to-face interactions, individual assignments, or structured tasks.

Fundamentally, the curriculum serves as the conduit toward the attainment of national educational objectives, primarily centered on nurturing the nation's collective consciousness ([Basir et al., 2022](#); [Hadi, 2019](#); [Uyuni & Adnan, 2020](#)). The underlying aspiration is to cultivate individuals who are not merely proficient and adept, but who also possess the capacity and eagerness to harness their intelligence and skills to effectively address a spectrum of challenges within societal contexts.

Stages of Curriculum Development

The stages of curriculum development encompass the comprehensive development of its four foundational constituents: objectives, materials, methods, and evaluation. Each component of the curriculum represents an interconnected unit that exerts influence upon the others ([Koerniantono, 2019](#)). Just as in curriculum development, modifications made to one element can significantly impact the advancement of other elements. In the course of curriculum development, careful attention is imperative towards adhering to the developmental principles, which serve as guiding indicators embedded within the curriculum itself ([Andriani & Wakhudin, 2020](#)). This emphasis is particularly pronounced during the

planning phase, which elucidates the curriculum's inherent characteristics. The curriculum principles are classified into two categories: general principles and specific principles. The general principles encompass five distinct types: relevance, flexibility, effectiveness, efficiency, and continuity. Complementing these, the specific principles encompass five types as well: principles concerning educational objectives, principles related to educational content, principles governing the learning process, principles guiding the selection of learning aids and media, and principles pertaining to evaluation (Julaeha et al., 2021; Rahmi, 2021).

Curriculum development is underpinned by a comprehensive incorporation of philosophical, sociological, psycho-pedagogical, theoretical, and juridical foundations. Furthermore, the process of curriculum development entails a conscientious regard for the principles governing its construction. These principles serve as imperative guidelines that not only dictate the requisite course of action for formulating or enhancing a curriculum but also infuse it with vitality (Al Fatih et al., 2022; Purwadhi, 2019). The principles guiding curriculum development can either be independently formulated, derived from existing paradigms, or emerge organically from practical experiences. Consequently, distinct educational institutions may adopt varying sets of principles, contributing to the divergence of approaches across institutions.

A curriculum can be defined as a document encompassing formulations of objectives, teaching materials, instructional and learning activities, schedules, and evaluation protocols. This written framework emerges from collaborative consensus between curriculum developers, education policy-makers, and the broader community. Its scope can span various levels, ranging from an individual school to a district, province, or even an entire nation (Maduningtias, 2022; Muhamad et al., 2023). In accordance with Maruf et al. (2021), the curriculum forms an integrated system interlinking components of the school, education, and community systems. This curriculum system encapsulates the organizational structure and procedural intricacies, encompassing the entire lifecycle from program planning, curriculum development, implementation, evaluation, and refinement. The outcome of this curriculum system is the structured arrangement of the curriculum, while its function lies in sustaining its dynamism over time.

Curriculum, as subjects taught to students, constitutes a realm of exploration for curriculum specialists and education experts alike. This conceptual domain engages the attention of scholars dedicated to understanding curriculum intricacies and pedagogical nuances. The prime objective of delving into curriculum as a scholarly discipline is to foster the advancement of knowledge concerning curriculum dynamics and systemic constructs (Fajri, 2019; Sukmawati, 2021). Those immersed in the study of curriculum grapple with fundamental concepts inherent to curriculum design and implementation. Through comprehensive literature reviews and an array of research and experimental endeavors, they unearth novel insights that serve to enrich and fortify the domain of curriculum scholarship.

METHODS

The research design employed here is a literature review, also known as a literature survey. A literature review, or literature research, entails a comprehensive investigation and critical analysis of the knowledge, concepts, or discoveries encapsulated within the realm of

academic-oriented literature. It encompasses the formulation of theoretical and methodological insights pertaining to specific subjects (Darmawan, 2022).

The nature of this research is characterized as descriptive analysis, involving the systematic dissection of acquired data followed by elucidation and explanation to facilitate comprehensive reader comprehension. The stages encompassed by this methodology include data reduction, data presentation, and drawing final conclusions.

RESULT AND DISCUSSION

Curriculum Development Concept

In the realm of education, the curriculum signifies the illuminating trajectory embarked upon by both educators and students to cultivate knowledge, skills, attitudes, and values (Shofiyah, 2018). Meanwhile, Taba's perspective defines the curriculum as a "learning plan," meticulously crafted to guide children's educational journey. Contrarily, the conventional standpoint on curriculum asserts that it encompasses a collection of subjects imperative for students to undertake in order to attain a diploma (Hidayati et al., 2022; Mahmudi et al., 2020).

The prevailing definition of curriculum centers on the compilation of subjects intended for student instruction. Moreover, curriculum frequently denotes the content of subjects or instructional materials, including lesson plans. Whether encompassing plans, written documents, study guides, or adopted learning experiences, these components serve to guide individuals through the process of educational engagement (Asrifan et al., 2020; Ayuningsih et al., 2020). The curriculum occupies a profoundly significant position within the entirety of the educational journey. The concept of curriculum evolves in alignment with the advancement of educational theories and practices, while also adapting to the fluctuations within educational paradigms. Hence, the construction of learning experiences within the curriculum must harmonize with the requisites of the community.

Curriculum development encompasses a comprehensive spectrum, comprising planning, implementation, and evaluation. Curriculum planning initiates the curriculum-building process, wherein curriculum experts make decisions and take actions to formulate plans intended for utilization by educators and learners. The subsequent phase, curriculum implementation, translates curriculum planning into practical execution, facilitating the actualization of the devised plans (Prasetyo & Hamami, 2020). In culmination, curriculum evaluation represents the terminal stage of curriculum development, gauging the extent of learning outcomes, the level of program achievement, and the resultant curriculum effects (Andini, 2018). Curriculum development extends its purview beyond direct educational stakeholders to involve a diverse array of individuals, including politicians, entrepreneurs, parents of students, and other segments of society with a vested interest in education (Miller, 2018). The principles that underpin curriculum development activities serve as essential regulations or guidelines that invigorate and shape the curriculum.

Upon considering the aforementioned description, it becomes evident that the presence of a curriculum holds profound significance. The curriculum ranks as a paramount constituent alongside educators and facilities. Through the curriculum, a definitive panorama emerges encompassing the envisioned objectives, the pedagogical resources to be engaged, the

meticulously outlined learning schedules, and the orchestrated learning endeavors aimed at goal attainment. By furnishing a structured framework, the curriculum offers invaluable guidance to instructors for the formulation and execution of educational programs. Additionally, the efficacy of the implemented curriculum provides insights into the anticipated caliber of the resulting educational outcomes.

Sumber Prinsip Pengembangan Kurikulum

In an exploration of the primary origins of curriculum development, [Prasetyo & Hamami \(2020\)](#) contend that the foundation of curriculum development inherently relies on a minimum of four sources. These sources serve as pivotal points of reference for curriculum construction, encompassing empirical data, research findings (experimental data), cultural heritage (folklore curriculum) that encapsulates communal beliefs and inherent values, and finally, a shared consensus or widespread comprehension prevailing within a society (common sense).

Based on the presented sources of development, it can be categorized that there are only two sources which constitute the principles of curriculum development, namely scientific sources and non-scientific sources. Scientific sources are derived from data originating from scientific activities such as research, empirical data concerning the weaknesses and deficiencies of the previous curriculum, factual information, and the like. Conversely, non-scientific sources are derived from non-scientific matters such as folklore, legends, myths, and the like, which have transformed into widely held societal beliefs and encompass specific values. Meanwhile, according to Susanto in his book entitled "Early Childhood Education: Concepts and Theories," he enumerates several sources of curriculum development, including:

1. Adult life and work, where the curriculum's content is tailored to serve as a preparatory foundation for children to navigate the realm of adult life and occupations.
2. Community culture, encompassing all disciplines constituting scientific knowledge, values, behaviors, material objects, and various other cultural components.
3. Children, occupying the central role as the focal point and wellspring of learning activities. The focus in curriculum development is not merely directed towards the children themselves, but rather, it hinges upon unlocking the inherent potential within children for optimal development.
4. Prior curriculum development experiences, encompassing both constructive and adverse evaluations stemming from the implementation of preceding curricula.
5. Societal values, encompassing the selection of values to be imparted within the educational setting or in the course of curriculum execution.
6. Distinct socio-political influences, encompassing institutions, policy orientations, and political constructs represented through enforceable laws and regulations.

Curriculum Development Foundation

Curriculum development is a systematic process that outlines the manner in which the curriculum will be executed. To ensure the success of curriculum development in alignment

with desired outcomes, it necessitates a solid foundation. Curriculum development encompasses three pivotal elements, namely:

1. Basic values, constituting a philosophical underpinning for holistic human education.
2. Empirical facts, evident in curriculum implementation, drawn from curriculum assessments, studies, and various surveys.
3. Theoretical foundation, serving as the developmental orientation and illuminating framework (Bariham et al., 2022; Wang et al., 2018).

Furthermore, Shofiyah (2018) states that the basis for curriculum development includes:

1. Philosophical Foundation

The philosophical underpinning of education delves into the what, how, and why of the educational endeavor. Grasping the philosophical foundations of education holds immense significance for educators in achieving an efficacious learning process. A comprehension of these philosophical underpinnings aids educators in devising learning methodologies, gauging the extent of student engagement, and monitoring student progress within the learning journey. Education mirrors the prevailing values and perspectives of society, thereby locating its philosophical foundation within the prevalent societal views and values. Consequently, the philosophical bedrock of curriculum development encompasses the domains of reality, knowledge, value systems, notions of virtue, aesthetics, and prevalent societal ideologies, all of which are seamlessly woven into the fabric of the learning process.

2. Psychological Foundation

Within developmental psychology, an exploration into the essence of growth, developmental stages, facets of maturation, individual developmental milestones, and other pertinent facets of personal advancement occurs. These aspects collectively serve as valuable resources for informing the foundational deliberations in curriculum development. Learning psychology, on the other hand, delves into the study of individual conduct within learning environments. This domain scrutinizes the innate characteristics of learning and associated theories, as well as diverse dimensions of individual behavior during the learning process. These insights also contribute to the formulation of curriculum development that underpins effective educational practices.

3. Social, Cultural, and Religious Foundations

Curriculum, functioning as an educational blueprint, delineates the execution and resultant outcomes of the educational process. Education bears a pivotal role in equipping students for their roles within society. Therefore, the curriculum is entrusted with the responsibility of furnishing knowledge, skills, and values aligned with societal requisites. Society serves as the cornerstone and benchmark for educational endeavors, thereby necessitating the curriculum's alignment with ongoing socio-cultural evolutions and responsive adjustments. Each community manifests its unique socio-cultural construct, embodying a hierarchy of values that shape citizens' lifestyles and behaviors. These values are subject to transformation alongside societal progress, thereby demanding curriculum adaptation that mirrors contemporary demands and evolving value systems.

4. Foundation of Science, Technology and Art

Education plays a crucial role in equipping students to navigate swiftly evolving landscapes, encompassing domains such as science, technology, and art. Within the education curriculum, paramount emphasis is placed on the advancement of science and technology. This focus is intended to endow students with the prowess to address challenges and adeptly manage the transformations stemming from these advancements. Philosophical, psychological, socio-cultural, and technological paradigms converge to underpin the articulation of educational objectives, content, methodologies, and assessments that remain congruent with contemporary dynamics.

Types of Basic Principles of Curriculum Development

The various foundational principles in curriculum development are regarded as the core foundational perspectives guiding the curriculum development process. These principles can be categorized based on their degree of effectiveness, discernible through their associated risk levels. Acquiring a clear comprehension of these distinctions is of paramount significance prior to formulating foundational principles for curriculum development. The array of foundational principles in curriculum development encompasses:

1. The Entirety Truth

The entirety of truth encompasses information that is lucid and substantiated through experimentation or testing, while being embraced seamlessly due to its logical underpinnings. For instance, engaging in meaningful discussions that aid students in comprehending regulations and advancing by grasping fundamental skills lays the groundwork for meaningful exercises.

2. The Half Truth

The veracity within this context signifies information rooted in constrained data, applicable to specific scenarios, and lacking universal applicability. For instance, certain educational personnel hold the belief that student achievement tends to soar when students are grouped according to their proficiency levels within the learning process.

3. Presumption

Not all of the fundamental principles are inherently factual; some may also encompass conjectures or experimental notions. Nevertheless, these ideas or conjectures constitute the bedrock for making decisions in curriculum development.

Discussion

Principles of Curriculum Development

Curriculum development draws upon principles that have evolved within everyday experiences or may even generate novel principles. Consequently, when executing the curriculum across educational institutions, the utilization of varying principles from those employed in other institutions becomes conceivable. This variance in approach leads to the proliferation of diverse principles employed within the ambit of curriculum development.

Hamalik, as cited by [Ayuningsih et al. \(2020\)](#), delineates eight principles fundamental to curriculum development. These principles encompass orientation toward goals, relevance, efficiency, flexibility, continuity, balance, integration, and quality. Meanwhile, Sukmadinata, within his work titled "Curriculum Development: Theory and Practice," categorizes curriculum development principles into two distinct clusters: general principles and specific principles.

General principles are defined as the foundational tenets that the curriculum must incorporate, representing the collective amalgamation of its constituent components. The explication of these general principles is outlined as follows:

1. Principle of relevance

Relevance conveys the notion of suitability or congruence. When referencing the principle of relevance, the curriculum must, at a minimum, account for both internal and external dimensions. Internally, the curriculum necessitates coherence across its components, namely objectives, materials, strategies, organization, and evaluation. Externally, these components must align with the imperatives of science and technology (epistemological relevance), the requisites and potentials of students (psychological relevance), as well as the demands and aspirations of community advancement (sociological relevance). Hence, in crafting the curriculum, meticulous attention to the needs of the immediate community and students is imperative. This approach ensures that the ensuing curriculum stands to benefit students in effectively competing within the forthcoming professional landscape. In actuality, adherence to the aforementioned principle bears profound significance, as it profoundly influences the caliber of education. Furthermore, a parallel consideration entails alignment with technological advancements, thereby fostering congruence in the endeavor to fortify the nation's foundation.

2. Principle of flexibility

Curriculum development strives to render its outcomes adaptable, pliable, and supple in implementation, permitting adjustments contingent upon ever-evolving situational and contextual factors, as well as the diverse aptitudes and backgrounds of students. The curriculum's role in this context is exceedingly significant, as the principle of flexibility must be meticulously considered and earnestly embraced to buttress educational quality enhancements. Flexibility, as a guiding principle, dictates that the curriculum should encompass malleability. An exemplary curriculum not only harbors foundational elements but also enables adaptable modifications in alignment with regional circumstances, temporal variations, and individual child capabilities. Such a curriculum equips children for both the present and the future, retaining its elasticity regardless of differences in background and abilities among learners. The Ministry of Education and Culture has crafted a curriculum for special circumstances, elucidating several facets ranging from curriculum execution and pedagogical principles to learning assessments during the pandemic ([Megandarisari, 2021](#)). This underscores the tenet of flexibility. The curriculum must facilitate leeway, permitting educators the autonomy to shape learning programs. Educators hold the prerogative to tailor curricula in accordance with students' interests, necessities, and the requisites of their immediate environment.

3. Principle of Continuity

This signifies that curriculum must exhibit continuity, both vertically and horizontally. The curriculum's provision of learning experiences should be characterized by seamless continuity, encompassing intra-class progression, inter-level transitions, and alignments between education levels and professional domains. In this context, continuity pertains to the interconnectedness of curricula across diverse education tiers. This prevents redundancy or excessive uniformity in instructional content, mitigating potential monotony and disinterest for educators and learners alike. Beyond inter-level coherence, the curriculum must also interconnect with various disciplines, fostering a symbiotic relationship where one area of study complements another. Additionally, flexibility characterizes a curriculum that embodies adaptability, permitting teachers and students the liberty to opt for learning programs and materials. This approach dispels coercive elements from the process, facilitating voluntary engagement in learning programs.

4. Principle of efficiency

The role of the curriculum within the realm of education holds immense significance and even assumes a vital role in the learning process. It encompasses all facets of learning planning, thereby rendering it more optimized and effective. In the contemporary era, characterized by the industrial revolution's global influence, a myriad of curriculum developments, originating from Western experts, has emerged. Among these, the Indonesian government employs a curriculum development strategy aimed at realizing the nation's aspirations: cultivating the intellectual acumen and noble character of the forthcoming generation. Efficiency stands as a paramount principle mandating due consideration during curriculum development. This ensures that the formulated plans harmoniously align with the envisioned objectives. Should a learning program be feasibly accomplished within a single month while fulfilling all predetermined aims, it should not be impeded. This approach permits students to engage in additional learning initiatives. These endeavors are pivotal as they optimize, meticulously utilize, and precisely harness the existing educational resources, thus yielding results that are commensurate with the efforts invested.

5. Principle of effectiveness

The development of an educational curriculum necessitates the incorporation of the principle of effectiveness. In this context, effectiveness pertains to the degree to which planned learning programs are realized and executed. Within this principle, two key facets demand attention: the efficacy of teaching conducted by educators and the efficacy of student learning. Concerning teaching efficacy, if instructional delivery remains ineffective in imparting the intended materials or programs, it becomes a focal point for future curriculum development. This entails organizing training, workshops, and similar initiatives. Simultaneously, within the realm of student learning efficacy, it becomes imperative to cultivate a curriculum that aligns with appropriate learning methodologies. This approach ensures that the outlined plans can be successfully attained through methods that seamlessly correspond with the subject matter or instructional content.

Meanwhile, specific principles, as expounded by Sukmadinata in his work titled "Curriculum Development: Theory and Practice," encompass five elements. These encompass: the principle of formulating educational objectives, the principle of selecting educational content, the principle of selecting pedagogical approaches, the principle of choosing instructional media and tools, and the principle pertaining to assessment. The elaboration of these principles is as follows:

1. The principle of determining educational goals

Educational goals encompass both overarching and specific objectives. The articulation of these educational goals draws from diverse sources, including governmental regulations and policies, surveys gauging public perceptions of their requirements, consultations with experts in specialized domains, assessments of human resource quality, and insights gleaned from the experiences of other nations grappling with similar challenges.

2. The principle of selecting educational content/curriculum

When delineating the curriculum's content, several considerations can serve as foundational reference points. It becomes imperative to translate the educational goals into explicit and succinct learning outcomes. Furthermore, the content of the learning materials should encompass knowledge, attitudes, and skills. Moreover, the arrangement of curriculum units ought to follow a coherent and systematic sequence. This signifies that the three learning domains should be concurrently integrated in a well-structured sequence of learning contexts.

3. The principle of selecting the teaching and learning process

During the teaching and learning process, careful attention should be directed towards the following aspects: aligning teaching methods and techniques with the subject matter, incorporating methodological diversity to cater to individual student disparities, and ensuring the effectiveness of methods and techniques in stimulating student engagement and fostering the cultivation of novel skills.

4. Principles of selection of media and teaching tools

In the process of selecting instructional media and tools, attention should be directed towards the following considerations: conducting planning and inventory activities to ascertain the available media and tools, and organizing these tools within the instructional materials, whether in the form of modules or packaged books.

5. Principles regarding assessment

Assessment constitutes the culminating phase within teaching and learning endeavors. The learning assessment process encompasses, at minimum, three fundamental aspects that warrant careful consideration. First, it involves devising an assessment instrument. Key factors to be contemplated during this phase encompass the delineation of class and age-specific characteristics, the format of the test/examination, and the configuration of the test items. Second, it entails crafting an assessment instrument. This progression involves formulating educational objectives across cognitive, affective, and psychomotor domains. These objectives are subsequently translated into observable student behaviors, correlated with the subject matter, and encapsulated into test items. Third, it

encompasses the management of assessment outcomes. Essential principles to be heeded encompass the application of assessment norms in result management and the utilization of standardized scores.

CONCLUSION

The curriculum holds a strategic role in determining the success of education. Its existence embodies a tangible effort to actualize the objectives of national education. To realize educational goals, the curriculum is not a static entity; rather, it retains the capacity for dynamic change or modification to align with the evolving trends while upholding societal values. This process of adaptation and modification is termed the development process.

Curriculum development is not an instantaneous undertaking devoid of thorough examination. At the very least, the reference sources for curriculum development must be grounded in empirical and experimental data, along with narratives and common knowledge entrenched in the community. Furthermore, the foundation for curriculum development necessitates meticulous adherence to fundamental principles, including principles of relevance, flexibility, continuity, efficiency, and effectiveness, as well as other educational components. This ensures that the trajectory of curriculum development aligns cohesively with its designated objectives.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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