

## ANALYSIS OF CURRICULUM DEVELOPMENT AND LEARNING PLANNING

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### ABSTRAK

Penelitian ini dilatarbelakangi pentingnya kurikulum sebagai perangkat mata pelajaran dan program pendidikan yang diberikan oleh suatu lembaga penyelenggara pendidikan yang berisikan rancangan pelajaran yang akan diberikan kepada peserta pelajaran dalam satu periode jenjang pendidikan. Tujuan penelitian ini adalah untuk mengetahui kurikulum dan perencanaan pembelajaran. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan cara mendeskripsikan fenomena dan literatur yang ada. Keberhasilan suatu kurikulum itu sangat tergantung kepada bagaimana kurikulum itu dilaksanakan atau diimplementasikan. Sebaik apapun kurikulum secara tertulis itu dirancang namun apabila dalam pelaksanaannya tidak didukung oleh berbagai unsur maka kurikulum itu akan sulit mencapai hasil yang diharapkan. Kurikulum sebagai alat dan pedoman pendidikan, maka isi kurikulum harus sejalan dengan tujuan pendidikan itu sendiri. Oleh karena begitu pentingnya fungsi dan peran kurikulum, maka setiap pengembangan kurikulum pada jenjang mana pun harus didasarkan pada asas-asas tertentu. Pembelajaran pada hakikatnya merupakan upaya membelajarkan siswa dan perancangan pembelajaran merupakan penataan upaya tersebut agar muncul perilaku belajar. Upaya membuat perencanaan pembelajaran dimaksudkan agar dapat dicapai perbaikan pembelajaran. Melalui Perbaikan pembelajaran ini diharapkan dapat meningkatkan kualitas pembelajaran yang dilakukan oleh perancang pembelajaran. Sesuai dengan perkembangan kurikulum disesuaikan dengan perkembangan ilmu pengetahuan. Kurikulum perlu dikembangkan secara dinamis sesuai dengan tuntutan dan perubahan kurikulum harus mengacu pada sumber hukum yaitu Pancasila dan Undang-Undang Dasar 1945.

### ABSTRACT

#### Keywords:

*Curriculum development;  
Planning Learning*

*This research is motivated by the importance of the curriculum as a set of subjects and educational programs provided by an educational institution, containing lesson plans to be delivered to students over a period of education. The purpose of this research is to understand the curriculum and learning planning. The research method used is descriptive qualitative, describing phenomena and existing literature. The success of a curriculum depends heavily on how it is implemented. No matter how well-designed a written curriculum is, if its implementation is not supported by various elements, it will struggle to achieve the desired results. As a tool and guide for education, the curriculum's content must align with its*

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*objectives. Because of the curriculum's crucial function and role, every curriculum development at any level must be based on specific principles. Learning is essentially an effort to teach students, and learning design is the organization of this effort to foster learning behaviors. The goal of creating a learning plan is to achieve learning improvements. This learning improvement is expected to improve the quality of learning conducted by learning designers. Curriculum developments are aligned with scientific developments. The curriculum needs to be developed dynamically to meet demands, and curriculum changes must refer to the legal sources, namely Pancasila and the 1945 Constitution..*

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## 1. Introduction

Developments in the era have brought changes in various fields of study and can influence changes in the education system. In today's era, education is crucial in social life because it can change a person's quality of life. It has been proven that the higher the level of education, the greater the knowledge and experience, making it easier for people to solve life's problems (Meliani et al., 2021). One of the main foundations of education is the curriculum, and developments in various fields can affect the education system. The curriculum exists to solve problems and meet the needs of society (Faiz & Purwati, 2021).

The curriculum is designed to facilitate the existing educational process. Therefore, the curriculum is all programs and activities designed to achieve educational goals and outcomes, thereby achieving the vision and mission of an educational institution. Several factors influence the implementation of the curriculum, including: competent teachers, adequate facilities and infrastructure, adequate funding for school needs, a quality management system, and leadership (Halim, 2025). Education is a guide for the growth and development of children. This means that education guides all the natural strengths inherent in children so that they, as human beings and members of society, can achieve the highest level of safety and happiness. According to Ki Hajar Dewantara (Indonesia), the diverse needs of humankind require a change in education, or a change in the way we think about education today (Hasibuan et al., 2025).

One aspect driving change in education management is curriculum development. The curriculum plays a strategic role in the educational process, not only in developing students towards optimal physical and spiritual development, but also as a benchmark for assessing a nation's educational progress (Widaningsih, Sri, 2014). Curriculum changes should be based on evaluations by experts, reflecting current and future realities (Maharani et al., 2023).

Curriculum development focuses on two factors: competency and relevance to the world of work (N. Arifin et al., 2023). Competency refers to the ability to achieve educational goals through all learning activities and experiences, allowing students to

develop their potential through the knowledge and skills taught in school (Ni'mah et al., 2023). Relevance to the world of work This means that what is learned is in accordance with the needs that the world of work wants to have so that students are ready to face the real world or the reality that really happens in the workplace later (Anggraini et al., 2022). By conducting experiments or direct observations in the field, students can see directly how events and processes occur (Alfarisi, 2020). Terms of theory and concepts, including design, models, and development steps. Therefore, as an educational tool, the curriculum has essential components and supporting elements that can effectively support educational operations.

### **Theoretical Basis**

Curriculum development and learning planning must be based on philosophical, psychological, and sociological principles to ensure educational relevance and effectiveness. Philosophical foundations, for example, serve as primary determinants of direction and purpose, determining the most important values and knowledge to be taught to students. In this context (Nurdin, 2019). Nana Syaodih Sukmadinata (2014) stated, "The philosophical foundation of the curriculum determines what will be the objectives, the content/learning materials, and the methods that will be used to achieve these objectives." This quote clearly shows that the philosophical dimension is the conceptual foundation that binds all components of the curriculum, from establishing the vision to implementing teaching strategies, thus ensuring alignment between basic educational beliefs and classroom practices. The foundation for curriculum development should be seen as a blueprint that directly influences the quality of instructional planning at the micro-level. The curriculum defines what is to be taught, while instructional planning focuses on how it will be taught effectively. This connection is vital, as a good curriculum requires careful planning for its implementation.

In the journal Curriculum and Learning Studies (Mustafa, 2021) it is stated that, "Learning planning is the operationalization of the curriculum; it is a systematic process to translate curriculum objectives into concrete, measurable, and contextual teaching and learning activities." This quote firmly positions learning planning as a bridge that transforms theoretical ideas in the curriculum (philosophical and psychological foundations) into concrete actions. Therefore, curriculum developers must ensure that the foundation used is pragmatic and allows for easy implementation and adaptation by learning planners, namely teachers (Sanjaya, 2013).

### **2. Method**

The writing uses a qualitative research method with a library research approach. Qualitative research is a research method that focuses on a deep understanding of social phenomena or humanitarian problems in a natural setting, which emphasizes the search for meaning, sources, understanding, characteristics, concepts, symptoms, or descriptions of a natural and holistic phenomenon, using qualities presented in a narrative manner. The purpose of qualitative research is to find answers to a phenomenon through systematic scientific procedures (Meiriyanti & Santoso, 2022). The

library approach is research that functions to obtain information from books, article notes, legal documents, in other words, the facilities experienced in the library, the library approach is research with the process of finding accurate information from books, journals, then changed, which in this process is the process of curriculum development (Setiadi, 2023).

### 3. Result and Discussion

#### Curriculum Development Concept

Etymologically, the term curriculum comes from Latin, but its roots are often traced back to Greek, specifically from the word *currere*, meaning "to run" or "racecourse." This concept provides a very literal and dynamic initial meaning: the curriculum is seen as a track or arena that a person (runner/student) must traverse from the starting point to the finish line (goal). This racetrack analogy is very strong, implying a clear direction, a measurable distance, and a time target to be met. Therefore, in its most basic understanding, the curriculum is not simply material to be studied, but a structured path prepared by educational institutions for students to achieve intellectual maturity and the ultimate goal of their education. This etymological understanding emphasizes that the curriculum is not a static entity, but rather a journey that must be undertaken (Zainal Arifin, 2019).

Over time, particularly when adopted into the context of modern education, the etymological meaning of "runway" has shifted from merely a physical track to a track of ideas and learning experiences. In the context of education in Ancient Greece and Rome, the curriculum (or its equivalent) began to refer to a systematically organized set of subjects, such as grammar, rhetoric, and logic, that must be taken to become an educated citizen (ideal *paideia*). This shift shows that the concept of curriculum contains a duality of meaning: on the one hand, it is an active and dynamic journey process (*currere*), and on the other hand, it is a formally defined content or program. Thus, curriculum development etymologically must always consider the balance between setting standards and content to be mastered (the field/arena) with methods and experiences that enable students to actively run and reach the finish line (Mariati, 2021).

In the current context of curriculum development, the etymological understanding of "running on a track" becomes increasingly relevant to highlight the need for a dynamic and adaptive curriculum. If the curriculum is likened to a track, then curriculum development is the act of designing that track: determining the turns (challenges), selecting the scenery (contextual material), and ensuring that the track is safe and efficient for each type of runner (student) (Pitaloka & Arsanti, 2022). Curriculum development is not only about determining what material will be included along the track, but also about the philosophy of why the track exists and how students will be guided through it (Julaeha, 2019). Therefore, the etymological basis of the verb *currere* serves as a reminder that the primary goal of curriculum development is to create a structured flow of experiences that effectively guide learners from their initial potential to the achievement of competence and full maturity (Hamalik, 2015).

According to Schubert (Kemendikbud, 2022) views on curriculum are diverse and not singular. He noted that there are several main perspectives or understandings that

people use when talking about curriculum. Eight common views or understandings of curriculum that are often associated with William H. Schubert's analysis often emphasize one aspect of it, whether it is content, process, or outcome (Nadiyah & Tirtoni, 2023):

#### **Curriculum as Content or Subject Matter**

The most traditional view: Curriculum is seen as a collection of subjects, textbooks, syllabi, and facts that students must memorize or master.

#### **Curriculum as a Program of Planned Activities**

Curriculum is seen as a series of activities, assignments, and plans designed to be implemented by teachers and students. The focus is on the design of the activities themselves.

#### **Curriculum as Intended Learning Outcomes :**

The curriculum is defined based on the goals to be achieved or the outcomes (competencies, behaviors, or knowledge) that students are expected to have after completing the program.

#### **Curriculum as Learning Experiences :**

A more modern view (Fransiska et al., 2021). Curriculum is the totality of all interactions, events, and experiences that students undergo under the guidance of the school, both planned and unplanned.

#### **a Plan of Action (Blueprint) :**

Curriculum is understood as a written document that functions as a guideline, design, or blueprint containing objectives, materials, and evaluation procedure (Satrio et al., 2021).

#### **Curriculum as Community Life Program :**

The curriculum is seen as a reflection of social and cultural life outside of school. Its goal is to prepare students for active and constructive participation in society.

#### **Curriculum as Ideas and Values :**

Curriculum is defined as a set of philosophical beliefs, ethics, and values that underlie the educational process, including views on truth and knowledge.

#### **Curriculum as Continuous Reconstruction :**

This view emphasizes that the curriculum is a living and continuously improving process, in which past experiences are integrated to solve current problems and plan for the future.

### **Objectives of Curriculum Development**

Curriculum development aims to go beyond simply transferring knowledge to serve as an instrument of social reconstruction and improving the overall quality of life for society. This development aims to ensure that the education system is able to respond proactively to contemporary issues such as climate change, social inequality, and rapid technological advancement. In this light, the curriculum must be consciously restructured to instill critical thinking skills and ethical commitment in students. Thus, the ultimate goal is to produce graduates who are not only academically competent but also prepared to become agents of change, contributing to global solutions and realizing a more just and sustainable society (Trianto, 2014).

The primary goal of curriculum development is to improve educational effectiveness and accountability, ensuring that programs have clear direction and measurable outcomes. This development is essential because it provides the foundation for the entire learning process. According to Ralph Tyler (Chrisyarani et al., 2022) the primary goal of curriculum development is to "determine and define the learning objectives to be achieved," which then serve as the basis for the selection and organization of learning experiences. Tyler's view suggests that the development process aims to provide a rational and explicit framework, in which specific objectives serve as the primary benchmarks (Daimah & Suparni, 2023). This allows educators to systematically select the most relevant materials and design objective evaluations, ultimately ensuring that the curriculum effectively guides students toward the intended competencies (Abidin, 2014).

### **Curriculum Development Process**

Curriculum Development Process According to Hilda Taba ( Grassroots Model )  
Hilda Taba (TRI REJEKI et al., 2024) developed an inductive, or grassroots , model (Zulkifli, 2018). Taba's model emphasized that curriculum development should begin from the bottom (by teachers) rather than from the top (by administrators) (Palobo & Tembang, 2019). The process is more dynamic, and the cycle begins with practical experience.

Taba put forward seven steps in the curriculum development process, which are often summarized into the following steps (Turmuzi & Wahidaturrahmi, 2021):

#### **a. Diagnosis of Needs**

The first step is to identify and analyze student needs and societal demands. These needs should be the starting point for determining curriculum objectives.

#### **b. Formulation of Objectives**

Once needs are diagnosed, objectives must be formulated specifically and clearly, referring to the learning outcomes that students want to achieve (Sialagan, 2025).

#### **c. Selection of Content**

Selecting relevant and valid content or materials to help students achieve the stated objectives (Toenlio, 2017).

#### **d. Organization of Content**

The selected material must be arranged and structured sequentially ( sequencing ) and integrated ( integrating ) so that it is easy for students to understand (Indriyani et al., 2019).

#### **5. Selection of Learning Experiences ( Selection of Learning Experiences )**

Selecting the methods, activities, and experiences to be used to process content and achieve goals.

#### **e. Organization of Learning Activities**

Plan and structure the flow of activities effectively in the classroom, from opening to closing, to maximize learning.

#### **f. Determination of Evaluation Tools ( Determination of What and How to Evaluate )**

Designing evaluation instruments to measure whether objectives have been achieved and the effectiveness of the curriculum (Susanti & Hamzah, 2023). The results of this evaluation are used as feedback for improvement (cycle).

top-down Tyler model, because it places the foundation of curriculum development on the teacher as the primary innovator and demands in-depth needs analysis.

### **Learning Planning Concept**

According to Syaiful Sagala (Astuti, 2023) learning planning is the process of determining and utilizing resources in an integrated manner that is expected to support learning activities, while focusing attention on activities aimed at achieving learning objectives (Guru et al., 2022). This concept emphasizes that planning is a process of managing resources for efficiency (Wulandari et al., 2021).

### **Benefits Learning Planning**

#### **a. Achieve Goals Effectively and Efficiently**

According to Wina Sanjaya (Mukhlesi Yeni & Marisa, 2021) lesson planning serves as an operational guideline for teachers to achieve specific learning objectives. Planning helps teachers determine logical and systematic steps, ensuring the teaching and learning process remains focused and does not deviate from the objectives set out in the curriculum. This means that time and resources are used optimally (efficiently).

#### **b. Helping Teachers Behave Professionally and Systematically**

Nana Sudjana (Liana et al., 2023) emphasized that planning helps teachers avoid trial-and-error teaching activities or impromptu improvisation (Purwanto & Hasim, 2022). Planning makes teachers more prepared, organized, and confident in managing the classroom, thus reflecting a high level of professionalism (Zaenal Arifin, 2018).

#### **c. Facilitates Supervision and Evaluation**

Planning provides clear and detailed benchmarks. According to instructional design experts like Gagne and Briggs, planning facilitates evaluation because it includes measurable objectives and assessment tools (Heriyati, 2023). This allows schools or supervisors to monitor and assess the effectiveness of the learning program (Anggila, 2022).

#### **d. Ensure Connectivity and Consistency**

Planning helps teachers integrate the various components of learning (objectives, materials, methods, and assessments) into a coherent and consistent whole. This ensures that all activities students undertake in class are truly relevant and support the achievement of the ultimate learning objectives (Kumala et al., 2024).

In short, the main benefits are that it makes the teaching process more focused, teachers more prepared, and students' learning outcomes more optimal.

### **4. Conclusion**

The curriculum encompasses not only all planned activities but also events that occur under the supervision of the school, in addition to formal curriculum activities often referred to as extracurricular activities. In Law No. 2 of 1989 concerning the National Education System, the curriculum is defined on a broader scale. The curriculum plays a central role as the heart of the entire educational process, but its definition has evolved significantly over time. Traditionally, the curriculum was often viewed narrowly

as a collection of subjects or syllabus that students must complete within a certain time period, emphasizing cognitive aspects and written content. However, the modern view, also recognized by Law No. 20 of 2003 concerning the National Education System, defines it more broadly as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for organizing learning activities. More than just a written document, experts such as Ralph Tyler emphasize that the curriculum must encompass all student learning experiences (both formal in the classroom and informal outside the classroom) that occur under the guidance of the school. Therefore, the curriculum not only determines what is taught (content), but also why it is taught (philosophical objectives), how it is taught (methods and strategies), and how the results are measured (evaluation), making it a comprehensive, dynamic and essential design in determining the direction and quality of graduates of an educational institution. The curriculum development process generally involves four interrelated, systematic stages, often based on the rational model initiated by Ralph Tyler. The first stage is Goal Setting, where curriculum developers establish general and specific goals to be achieved by students, based on philosophical, sociological, and psychological foundations. The second stage is Content Determination and Learning Experience Selection, which involves selecting and organizing relevant subject matter and designing the most effective learning activities to achieve these goals. The third stage is Content Organization and Learning Experience, which focuses on the sequencing and integration of material vertically (based on difficulty level) and horizontally (interrelationships between subjects ) to ensure logical and continuous learning. Finally, the fourth stage is Evaluation, which involves designing and implementing measurements to determine the extent to which the objectives set in the initial stage have been achieved. The results are then used as feedback for ongoing curriculum improvement and refinement.

Learning planning is a systematic process undertaken by teachers to design student learning experiences so that educational objectives can be achieved effectively and efficiently. This process begins with curriculum analysis and the determination of competency standards, followed by the establishment of specific and measurable learning objectives, and then the selection of the most relevant strategies, methods, and learning resources. The essence of learning planning is to compile activity steps (such as creating a Learning Implementation Plan/RPP or teaching modules) that not only guide teacher activities in the classroom but also ensure that material is presented logically, contextually, and in accordance with the characteristics and needs of students, thus resulting in a meaningful learning process

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