

Models and Implementation of Curriculum Development in Schools

Mahfud Heru Fatoni ¹, Baron Santoso ², Hamid Syarifuddin ³, Hanif Hanani ⁴

¹ Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia

² Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia

³ Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia

⁴ Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia

Corresponding Author:

Mahfud Heru Fatoni,

Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia.

Jl. Sadewa No.14, Serengan, Kec. Serengan, Kota Surakarta, Jawa Tengah 57155, Indonesia

Email: mahfudz75@gmail.com

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Abstract

Curriculum development cannot be separated from various aspects that influence it. Various curriculum models have been developed by curriculum, education and psychology experts. This research aims to find a model for curriculum development in schools and its implementation. In this article, the author uses library research or what could be called qualitative research which obtains data from appropriate journals, articles and books. The research results found that in developing the curriculum, teachers can choose several models including the Tyler Model, Administrative Model, Grass Roots Approach Model, Demonstration Model, Beauchamp's System Model or Beauchamp Model, Roger's Model, Problem Solving Model and Taba's Inverted Model. The procedures for curriculum development include curriculum planning, curriculum organization, staffing and curriculum control. Meanwhile, curriculum implementation is the process of applying ideas, concepts, policies, in the form of practical actions, so that it has an impact, both in the form of changes in knowledge, skills, as well as students' values and attitudes. The success of curriculum implementation is also determined by communication about the implementation plan and the support of all resources in the implementation.

Keywords: Development, Implementation, Model



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INTRODUCTION

Education is a very important factor in nation development, education functions to develop and improve abilities and improve the quality of life and human dignity. Education in schools has shown rapid development in various fields including the curriculum (Ambareesh dkk., 2025; Nursuwars dkk., 2025; Romanova, 2025). In learning process activities, the curriculum is really needed as a guide for setting targets in the teaching and learning process.

Education cannot be separated from the curriculum, because the curriculum is a program that is planned and implemented to achieve educational goals in accordance with current developments. This is in accordance with educational goals. The curriculum, which was initially seen as a collection of subjects, later changed its meaning to become a collection of all activities or all learning experiences provided to students in order to achieve educational goals (Rosero-Morillo, Hai Pham, Gonzalez-Longatt, & Orduña, 2025; Segura, Segura, Zudaire, & Segura, 2025; Zulfiqar, Sarwar, Huo, Zhao, & ul Mahasbi, 2025). This means that the curriculum has evolved to adapt to the times.

Curriculum development will not be separated from various aspects that influence it, such as ways of thinking, value systems such as moral, religious, political, cultural and social, development processes, student needs, community needs and the direction of educational programs (Pak, Rad, Nematollahi, & Mahmoudi, 2025; Pamungkas, Darsono, Supriyadi, Padmaningrum, & Jumanto, 2025; Santoso, 2025). These aspects will be materials that need to be considered in curriculum development. The curriculum development model is an alternative procedure for designing, implementing and evaluating a curriculum. Therefore, the curriculum development model must be able to describe a learning planning system process that can meet various needs and standards of educational success (Jimry, 2018).

Various curriculum models have been developed by curriculum, education and psychology experts. One expert's point of view is sometimes different from another expert's point of view. There are those who look at it from the content point of view and there are also those who look at it from the management side (centralistic or decentralized). There are quite a few experts who develop curriculum models in terms of the process of using the curriculum (H. Chen dkk., 2025; Uwuigbe dkk., 2025; Wang, Tao, & Xu, 2025). However, if we examine further, these experts have one goal, namely optimizing the curriculum. In this article we will discuss curriculum development models, general procedures for curriculum development and implementation of curriculum management.

RESEARCH METHOD

In this article, the author uses library research or what could be called qualitative research which obtains data from appropriate journals, articles and books. The source of this writing is using written sources, which sources can be found in books, articles and papers which can be used as reference material.

Literature study is a data collection technique by conducting a review study of books, literature, notes and reports that are related to the problem to be solved.

Furthermore, literature study is an important step where after a researcher determines the research topic, the next step is to carry out studies related to theories related to the research topic. In the search, researchers will collect as much information as possible from related libraries (W. Chen, Miao, Chen, & Chen, 2025; Liu, Jin, & Cheng, 2025; Tong dkk., 2025). These library sources can be obtained from: books, journals, magazines, research results such as theses and dissertations, and other appropriate sources. If researchers have obtained relevant literature, it will be compiled regularly for use in research (Sugiyono, 2013). In conclusion, literature study includes general processes such as systematically identifying theories, finding literature, and analyzing documents that contain information related to the research topic.

RESULTS AND DISCUSSION

Understanding Curriculum Development

Curriculum is a teaching plan or a number of subjects that are arranged systematically to complete a program to obtain a diploma. Curriculum development is the process of planning and compiling a curriculum by curriculum developers and the activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals.

According to the Indonesian Dictionary (KBBI) approach is a process, method or way to achieve something (Ahyani dkk., 2025; da Fontoura Vieira dkk., 2025; Popenkova, Garnova, & Garnov, 2025). Associated with curriculum development, it means a process, method or method used by curriculum developers to produce a curriculum that will be used as an educational or learning guide. The 'model' is a pattern, example, reference, variety of something that will be produced. Associated with the curriculum development model, it means that it is a pattern, an example of a form of curriculum that will become a reference for the implementation of education or learning.

If the approach or model above is connected to Curriculum Development, then curriculum development is a general procedure in the activities of designing, implementing and evaluating a curriculum (Jiao, Jing, Esa, & Hui, 2025; Uddin & McNeill, 2025; Vlasenko dkk., 2025). In curriculum development, many parties must participate, including education administrators, educational experts who are experts in the curriculum, experts in the field of science, teachers and parents, and community leaders. These parties are continuously involved in curriculum development so that it runs as planned.

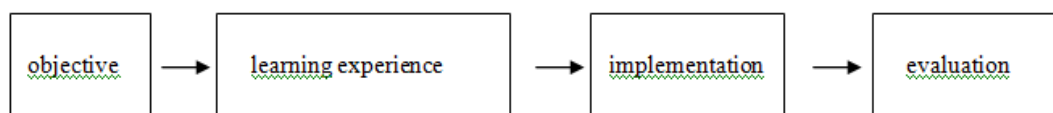
Curriculum Development Model

In the following, the author will discuss seven types of curriculum development models, namely the Tyler Model, Administrative Model, Grass Roots Approach Model, Demonstration Model, Beauchamp Model, Roger's Model, Problem Solving Model, and Taba's Inverted Model.

a. Tyler Models

Curriculum development steps in various countries are greatly influenced by four questions asked by Ralph W. Tyler. These four questions are parameters for curriculum preparation (Kusumaningrum dkk., 2025; Shi & Yang, 2025; Tahmassebi & Najmi, 2025). According to Tyler, there are four fundamental questions that must be answered in curriculum development and learning planning. The four questions are first, what educational goals must the school achieve? Second, what educational experiences can be provided to achieve these goals? Third, How can this educational experience be managed effectively? Fourth, how can we decide that this educational goal has been achieved?.

Some of the questions raised by Tyler are a concept of Tyler's thinking in developing the curriculum. From these questions, there are four steps in developing a curriculum, namely formulating objectives, formulating learning experiences, managing learning experiences, and evaluating. When described as follows:

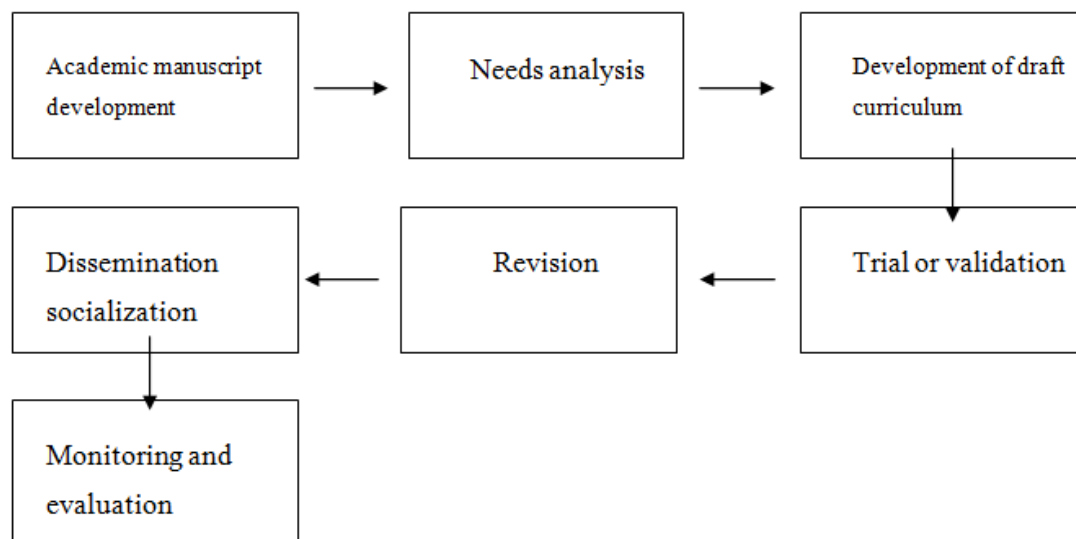


b. Administrative Model

There are several terms used for developing an administrative model curriculum, including: top down approach and line staff procedure (Chumakova, Korneev, Gasparian, Titov, & Makhov, 2025; Marlina dkk., 2025; Nigatu dkk., 2025). They all have the same meaning, namely an approach or procedure for curriculum development carried out by a team or high-level officials as policy owners. Curriculum development is carried out from top to bottom, meaning that the government as the policy holder prepares a separate curriculum development team, while the education units and teachers just need to operate it in learning.

Technically, the operations of this administrative model curriculum development are as follows: a) The curriculum development team begins to develop general concepts, foundations, references and strategies for academic texts. b) Needs analysis. c) Operationally, start formulating a comprehensive curriculum. d) The finished curriculum is then carried out validation tests by carrying out trials and more careful assessment by a team of expert directors. e) Revision based on input obtained. f) Socialization and dissemination. g) Monitoring and evaluation (Iman, Maliana, Andari, & Sujarwo, 2023).

More clearly, the stages of curriculum development above can be described in the following chart:



c. Grass Roots Approach Model

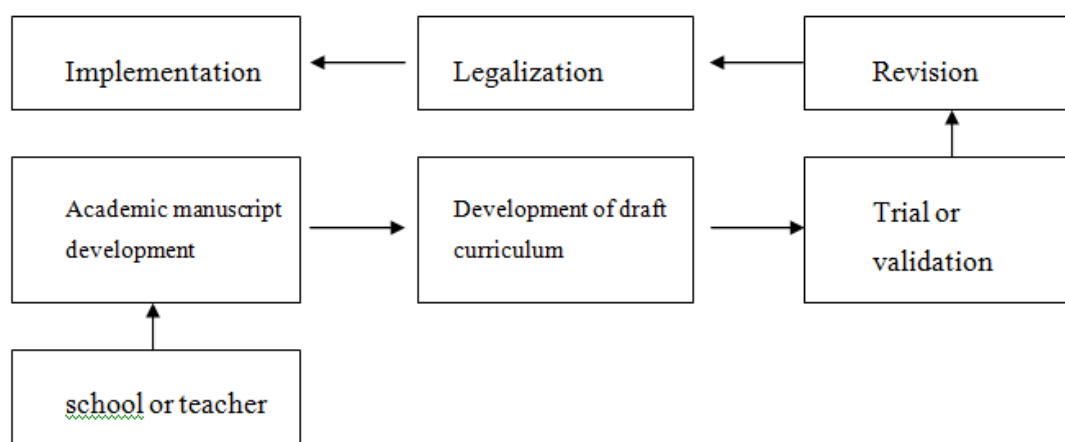
The grass roots approach is the opposite of the administrative approach. The grass roots approach, also known as the bottom-up approach, is a curriculum development process that begins with desires that arise from the lower level, namely the school as an educational unit or teachers (Lee dkk., 2025; Marshal dkk., 2025; Odom & Goldstein, 2025). This desire is usually driven by the results of experiences felt by the school or teachers, where it is felt that the current curriculum has several problems or is incompatible with the needs and potential available in the field.

To implement the grass roots model curriculum development, high level of concern and professionalism is required from the school, including a) The school or teacher is critical in responding to the current curriculum. b) Schools or teachers have innovative ideas and are responsible for developing a curriculum that suits their needs and potential. c) Schools or teachers are continuously involved in the curriculum development process.

d) The school or teacher is open and accommodating to receive input in the context of curriculum development (Almu'tasim, 2018).

Technically operational development of the grass roots model curriculum can be carried out in the development of the curriculum as a whole, or in the development of only certain aspects. For example, development for a particular subject or group of subjects, development of learning methods and strategies, development of vision and mission and goals, and so on. Thus, what is meant by curriculum development using either a top down approach or a grass roots approach is that technically it can be development of the curriculum as a whole (whole curriculum), or development only regarding certain parts or aspects according to needs.

The steps taken when developing a curriculum using a grass roots approach are basically the same as the administrative approach steps. Meanwhile, grassroot is bottom up, namely as in the following chart:



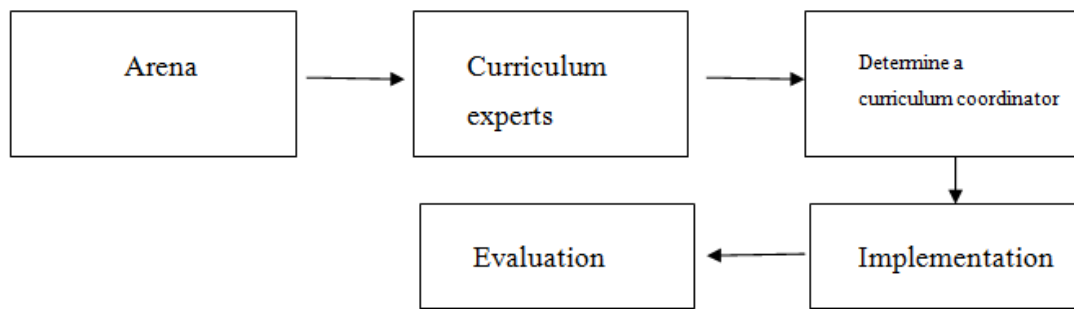
d. Demonstration Model

The demonstration model is basically grass-roots, coming from the bottom. This model was initiated by a group of teachers, working together with experts who intended to improve the curriculum (Adnan dkk., 2025; Fathurahman dkk., 2025; Ma, Al Mamun, Masukujjaman, & Ja'afar, 2025). This model is generally small scale, only covering one or a few schools, one curriculum component or covering all curriculum components. a) A group of teachers from one school or several schools is appointed to carry out an experiment on curriculum development. b) Then the results are disseminated to surrounding schools.

e. Beauchamp Model

Curriculum development using the Beauchamp method was developed by Beauchamp, an expert in the field of curriculum. Beauchamp has 5 decision making sections. The five stages are First, Deciding on the arena or scope of curriculum development area, a decision that outlines the scope of development efforts. Second, determine the personnel or team of curriculum experts, namely anyone who is involved in curriculum development. Third, the team prepares curriculum teaching objectives and the implementation of the teaching and learning process. For this task, it is necessary to form a curriculum council as a coordinator whose task is also to assess the implementation of the curriculum, select new subject matter, determine various criteria for choosing which curriculum will be used and write thoroughly about the curriculum. which will be developed. Fourth, curriculum implementation, namely activities to implement the

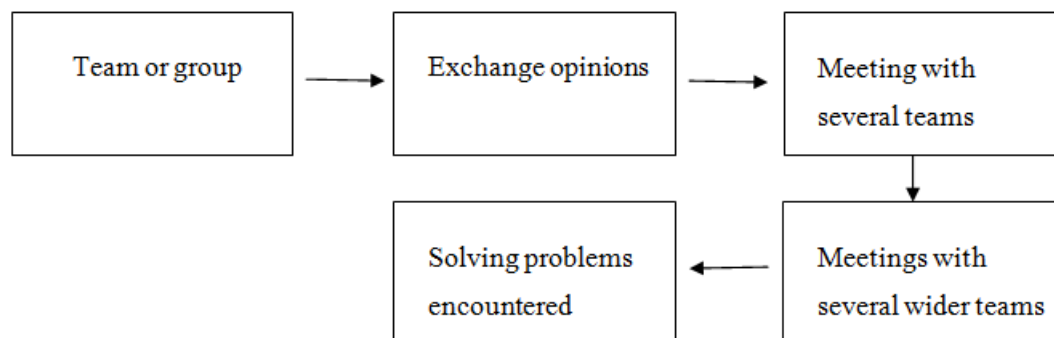
curriculum as decided within the scope of curriculum development. Fifth, curriculum evaluation (Fitriyah, 2021).



f. Roger's model

Carl Rogers is a psychologist who believes that humans in the process of change have the power and potential to develop themselves, but because there are certain obstacles they need other people to accelerate this change. Based on the view of humans, Rogers put forward a curriculum development model called the Rogers Interpersonal Relations model (Rosnaeni, Sukiman, Muzayanati, & Pratiwi, 2022).

There are four steps in developing the Rogers model curriculum, including: First, holding a group to be able to carry out international relations in a place that is not busy to choose the target education system. Second, intensive group experience for teachers, or at a certain time the participants exchange experiences under the leadership of the teaching staff. Third, then meetings are held with the wider community within a school, so that interpersonal relationships will be more perfect, namely between teachers and students, teachers and students and others. Fourth, then a meeting is held with the wider community as the third step, in this situation it is hoped that each person will appreciate each other and be more familiar, making it easier to solve school problems more quickly (Massofia & Febriani, 2023).

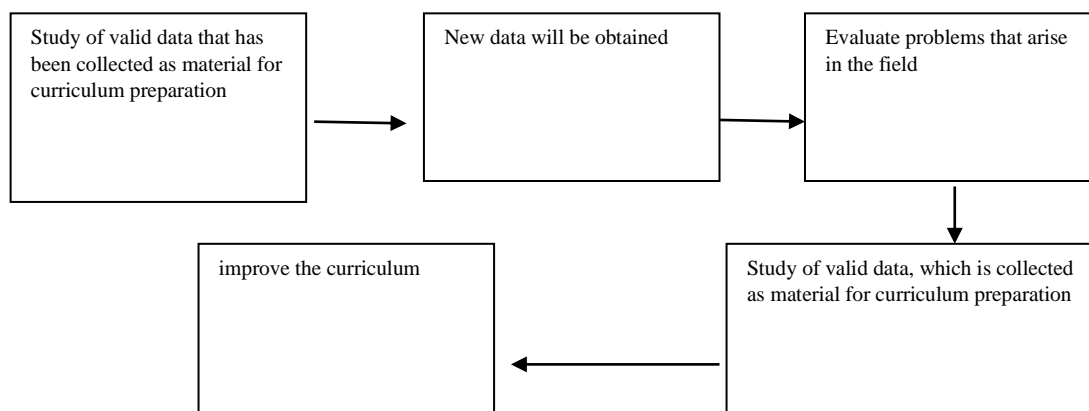


g. Problem Solving Model

This model is also known as the "action research model" with the assumption that curriculum development is social change. In terms of process, this model curriculum involves all educational components including students, parents, teachers and the school system. The curriculum was developed in order to meet the needs of stakeholders including parents, the community, and others. Curriculum preparation is carried out by following action research procedures (Mariawan, 2019).

In this model there are two steps in preparing the curriculum, including, first, conducting a study of the data collected as material for preparing the curriculum. The data (information) collected should be valid and reliable so that it can be used as a strong basis for making decisions on curriculum preparation. Weak data will result in errors in decision making. Based on this decision, a comprehensive plan is prepared on how to

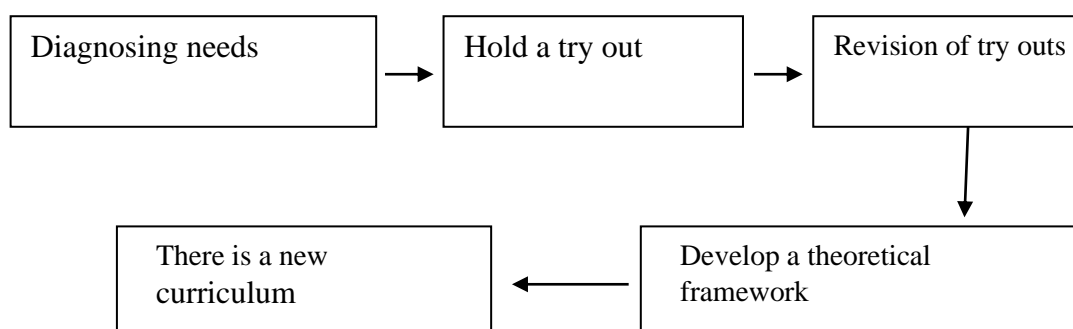
overcome existing problems. Second, implement the decisions made in the first step. From this process new data (information) will be obtained which will then be used to evaluate problems that arise in the field as a follow-up effort to modify or improve the curriculum (Khosyiin, Kholiq, & Choiriyah, 2023).



h. Taba's Inverted Model

This curriculum development model was developed by Hilda Taba on the basis of inductive data which is called the reverse model, because usually curriculum development is preceded by deductive concepts. Taba believes that this deductive model is not suitable, because it does not stimulate the emergence of innovations. According to him, curriculum development that encourages innovation and teacher creativity is inductive, which is an investment or reverse direction from the traditional model (Kamil, Putri, & Sukiman, 2023).

The development of this model begins with searching for data as well as experiments and developing theory and is followed by the implementation stage. This is done to bring together theory and practice. The steps are as follows: first, Diagnosing needs, formulating objectives, determining material, assessment, paying attention to the area and the depth of the material, then a curriculum unit is arranged. Second, hold a try out. Third, carry out revisions to the try out. Fourth, Develop a theoretical framework. Announcing a new curriculum that will be implemented (Yu'timaalahuyatazaka, 2019).



Curriculum Development Procedures

After we understand the meaning and models of curriculum development, we just need to apply the concept of curriculum development. However, this implementation must go through several procedures. This systematic procedure is interrelated and sustainable or can be said to be based on the management process. The procedures are; curriculum planning, curriculum organization, staffing and curriculum control (Dhani, 2020).

a. Curriculum Planning

Planning is an intellectual process that involves decision making. This process requires mental preparation to think before acting, act based on reality, not estimates and do things regularly. Planning helps organizations to focus on short-term benefits to consider the importance of programs and activities and their impact on the future (Uliatunida, 2020). A good plan consists of five specific elements, namely: first, objectives are clearly formulated. Second, Comprehensive, comprehensive but clear for staff and members of the organization. Third, Hierarchy of plans that focus on the most important areas. Fourth, it is economical, considering the available sources. Fifth, feasible, namely allowing for change (Utama, Rohman, Hidayah, Andari, & Sujarwo, 2023).

b. Curriculum Organizing

An organization is a social group that is closed or open to outside parties which is regulated based on certain rules led by a leader or administrative staff who can carry out guidance regularly and with purpose (Hanafi, 2023). To develop a curriculum, the organization is as follows:

- 1) Organization of curriculum planning, carried out by a curriculum development team.
- 2) Organization for implementing the curriculum, at the regional level.
- 3) Organization in curriculum evaluation, which involves various interested parties (Sugiana, 2018).

In each type of organization, it is carried out by a management structure that is determined in accordance with the organizational structure with certain organizational tasks. Academically (Ali, 2019), the curriculum organization includes:

- 1) Subject curriculum, consisting of a number of separate subjects.
- 2) Curriculum for fields of study, including several similar subjects.
- 3) Curriculum integration, focusing the curriculum on certain topics or problems.
- 4) Core Curriculum, the curriculum is prepared based on students' problems and needs.

At this stage, curriculum forms are arranged according to a structured curriculum organization pattern, sequence and scope of certain material.

c. Staffing

Staffing is a function that provides people to carry out a planned and organized system. Staffing is carried out after all tasks have been determined first (Khosyidin, 2023). Staffing consists of:

- 1) Recruitment; is a process of employing certain qualified personnel to occupy available work positions. This recruitment can be carried out internally and externally.
- 2) Selection; is the process of identifying selection criteria for job candidates.
- 3) Hiring; After identifying the best candidates, it is then necessary to select the best candidate from the list, determining the candidate who best meets the predetermined qualifications.
- 4) Placement; this process is the real work. Here, workers are given the opportunity to develop their talents to the maximum.
- 5) Staff management; is an activity to grow and develop elements of manpower in an institution.

d. Curriculum Control

Controlling is the process of checking performance against standards to determine the extent to which objectives have been achieved. This control is very closely related to planning as part of the system. Meanwhile, curriculum control is the process of making

decisions about the curriculum within the school, or the teaching process which is limited by the interests of outside parties, such as parents, employees and the community (Hartini, Rugaiyah, & Madhakomala, 2022).

e. Implementation of Curriculum Development

Implementation is the process of applying ideas, concepts, policies, in the form of practical action, so that it has an impact, whether in the form of changes in knowledge, skills, as well as values and attitudes.

The curriculum will not be achieved if it is left alone after being developed. A curriculum that has been optimally designed must be implemented and have learning outcomes. Many curricula that have been designed and developed are not implemented due to the absence of a change plan in the entire school system (Bahri, 2019).

Curriculums that fail may be because they have not considered curriculum development critically. Often, individuals within a school believe that the curriculum effort is to complement new plans being developed or new materials being purchased. More attention is paid to management and organizational issues, rather than curriculum changes. Many individuals responsible for curriculum do not process a macro view of change or realize that innovation requires careful planning and close monitoring. These individuals often think whether implementation is the use of a new program or not (Hartini dkk., 2022).

Successful implementation is a process that has some novelty. Implementation depends on the general approach to curriculum development and the curriculum itself. Most people believe that successful implementation, relies on the proper delineation of steps that primarily concern the development process. Most people consider implementation to be unpredictable and uncertain.

Implementation can be viewed as a series that is both highly technical in nature throughout the flow and highly aesthetic. The central point is that this is a component in the curriculum action cycle that cannot be neglected. This step involves broad actions that go beyond, for example, changing the workplace for staff. Implementation is an effort to change individual knowledge, actions and attitudes. Implementation is an interaction process between those who create the program and those who implement it (Nurmiati, 2021).

Successful curriculum implementation results from careful planning. The planning process requires resources to complete the expected activities. This establishes and determines how to administer the policies that will govern the planned actions. Planning takes place before the program or program delivery.

Matthew Miles and Karen Louis (1991) note that for planning to occur there must be an established vision. In their research, they found that schools that were successful in implementing changes that improved their programs had staff who held a similar view of what the school needed. The teachers feel connected to the new and developed program and have enthusiasm for the innovation.

Whatever one's orientation towards the curriculum, there is no denying that implementation requires planning, and planning focuses on three factors, namely people, programs and processes. These three factors cannot be separated. A leader may emphasize one factor more than another, but no skilled leader will ignore each factor altogether. Many schools have failed to implement their programs because they ignored these factors and spent money. Curriculum failure is that curriculum reformers, especially from universities, focused their energy on changing programs but paid insufficient attention to the needs of teachers and minimal attention to school organization (Kristina, Sari, & Puastuti, 2021). The following are some that support the curriculum implementation process, including:

First, Communicate the Implementation Plan. Whenever and wherever a program is being designed, communication channels should be left open so that new programs do not come as a surprise. Discussion about a new program between teachers and all related parties is the key to successful implementation. But communication is a complex event. Communication describes the transmission of facts, ideas, values, feelings, and attitudes from one group to another. Communication deals with message processing between the sender and recipient of a message.

Knowing that communication is a message between a sender and a receiver is not enough to ensure that the communication will be effective, accurate or of high quality. To ensure that the communication network is comprehensive and messages are sent appropriately, curriculum specialists must understand the informal communication channels in the school system. Formal communication channels follow established arrangements at organizational levels. Communication can flow throughout all levels of the organization, both vertically and horizontally between role models. Sideways communication will form horizontal networking between role models. The challenge of communication, formal or informal, sideways or downward or upward, is the message broadcast in spoken or written form. Information about new programs can be communicated with the help of letters, memos, articles, books, bulletins, research reports, and speeches or voices (Nasbi, 2018).

Second, implementation support. Curriculum designers should be supported for recommended program modifications to facilitate their rapid implementation. They have to do this so they can build their self-confidence. Educators often need training to feel comfortable with new programs.

Teachers have the main responsibility to teach the curriculum, but if they want to have an influence in the implementation and development of the curriculum they must have a proper understanding of the concept of curriculum and how a curriculum is created. Understanding curriculum planning is very important so that the implementation of the curriculum in the form of various learning activity programs is in accordance with the objectives of the curriculum itself, in accordance with the vision and mission of the school and ultimately can achieve national education goals.

CONCLUSION

Curriculum development is the process of planning and compiling a curriculum by curriculum developers and the activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals. In developing the curriculum, teachers can choose several models, including the Tyler Model, Administrative Model, Grass Roots Approach Model, Demonstration Model, Beauchamp's System Model or Beauchamp Model, Roger's Model, Problem Solving Model and Taba's Inverted Model. The procedures for curriculum development include curriculum planning, curriculum organization, staffing and curriculum control. Meanwhile, curriculum implementation is the process of applying ideas, concepts, policies, in the form of practical actions, so that it has an impact, both in the form of changes in knowledge, skills, as well as students' values and attitudes. The success of curriculum implementation is also determined by communication about the implementation plan and the support of all resources in the implementation.

AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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