

## Factors And Principles As Well As Curriculum Development Design

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ARTICLE INFO	ABSTRACT
Volume:3	Curriculum development is a complex process influenced by various factors and principles to create an effective educational framework. Key factors affecting curriculum development include advancements in science and technology, societal social and economic needs, and educational policies set by the government. Fundamental principles such as relevance, flexibility, continuity, practicality, and effectiveness guide curriculum design to ensure that the curriculum meets current needs and adapts to future changes. This study employs a qualitative research approach using data collection techniques such as in-depth interviews, observations, and document analysis to evaluate how these factors and principles are applied across various educational institutions. Findings from this research indicate that curriculum adjustments are significantly influenced by technological advancements and changing societal needs, while principles of relevance and flexibility are crucial for maintaining the curriculum's alignment and adaptability to dynamic educational contexts.
<b>KEYWORD</b>	
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### 1. Introduction

Curriculum development is a crucial aspect of the education system that functions as a framework for achieving effective educational goals. A well-designed curriculum not only focuses on delivering content but also needs to consider various factors and principles that impact the learning process. In an ever-changing global context, curriculum development must be adaptive to advancements in technology, shifts in societal needs, and evolving educational value systems.

Key factors influencing curriculum development include advancements in knowledge and technology, which often dictate the types of content and teaching methods that are relevant. Social changes and societal needs also impact the direction and content of the curriculum, ensuring that education provided aligns with societal development and labor market needs. Additionally, educational value systems, including local norms and cultures, play a role in shaping a curriculum that is not only informative but also builds students' character and ethics.

Fundamental principles in curriculum development, such as relevance, flexibility, continuity, practicality, and effectiveness, serve as important guidelines to ensure that the curriculum remains relevant and responsive to change. The principle of relevance ensures that the curriculum meets societal needs and incorporates the latest scientific advancements. Flexibility allows for curriculum adjustments to various educational contexts, while continuity ensures ongoing development and coherence in instructional content. Practicality ensures that the curriculum can be easily implemented in daily educational practices, and effectiveness measures how well the curriculum achieves the desired educational outcomes.

By understanding and applying these factors and principles, curriculum development can be more effective in preparing students to face future challenges and opportunities. Therefore, research into the factors and principles of

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curriculum development is crucial for enhancing educational quality and ensuring that the implemented curriculum meets existing demands and expectations.

Curriculum design is a crucial process in the education system aimed at creating an effective and relevant learning structure. This process involves planning and organizing curriculum components, including learning objectives, teaching materials, instructional methods, and assessments, to ensure that the education provided meets the needs of students and societal demands. Factors such as technological advancements, social and economic changes, and prevailing educational policies influence how the curriculum is developed and adapted. Fundamental principles such as relevance, flexibility, continuity, practicality, and effectiveness guide the design of a curriculum that not only aligns with current standards but also adapts to future changes. With a well-designed curriculum, educational institutions can ensure that the teaching and learning process operates optimally and that students are prepared to face upcoming challenges.

## 2. Literature Review

### a. Definition of curriculum

There are various definitions given to the term curriculum. Some provide a broad understanding, while others offer a more concise interpretation. The word curriculum itself originates from its original context, but it is borrowed from Greek. In Greek, 'curriculum' comes from the word 'cucere,' which evolved into the noun 'curriculum,' with its plural form being 'curricula,' first introduced to the Atlantic world.

The curriculum is viewed as a plan designed to facilitate the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. According to Hamalik, the curriculum is defined as a set of plans and arrangements concerning the content and materials of instruction as well as the methods used as a guide for organizing teaching and learning activities.

In the book *Secondary School Improvement* by J. Lloyd Trump and Delmas F. Mailer, it is mentioned that the curriculum includes teaching methods, student evaluation methods, educational programs, changes in teaching staff, guidance and counseling, supervision and administration, allocation of time and space, and the option to choose subjects. Therefore, the development of a good curriculum for education from elementary to higher education involves factors that influence it and principles that must be firmly adhered to.

General principles include:

1. **Principle of Relevance:** This means that the competencies possessed by students must be relevant and aligned with societal needs. This principle implies that there must be a reciprocal relationship between components within and outside the school.
2. **Principle of Flexibility:** This signifies that each curriculum should be developed according to the needs and identity of the existing study programs.
3. **Principle of Continuity:** This implies that there should be a continuous process of developing curriculum components. There must be completeness in mastering a component; if it is fragmented, the achievement of completeness might be difficult.
4. **Principle of Practicality:** This means that the series of curriculum development activities should be easy to follow and implement. No matter how good the curriculum is, if it cannot be effectively executed in practice, the expected outcomes are likely to be compromised.
5. **Principle of Effectiveness:** This implies that the implemented principles must be able to produce or prepare graduates who meet the expectations of the community. Here, the satisfaction of the users of the graduates is prioritized.

While specific principles include:

1. **Principle Related to Objectives:** Curriculum development must be based on educational objectives, whether short-term, medium-term, or long-term. These objectives should be derived from government policies, community needs, educational experts' views, research findings, and experiences from other countries.
2. **Principle Related to Educational Content:** The selection of educational content should consider the translation of educational objectives into learning outcomes, including knowledge, attitudes, skills, and the logical organization of curriculum units.
3. **Principle Related to Learning Processes:** Teaching methods must align with the material being taught. This principle involves choosing effective teaching techniques that can be applied in the learning process to ensure that the material is absorbed by students.

4. **Principle Related to Learning Media or Tools:** The selection of teaching aids in the learning process plays a significant role in how well students absorb the material. The chosen media should match the characteristics of the content, teaching methods, and classroom conditions.
5. **Principle Related to Assessment Activities:** Every curriculum includes methods of assessment, as grades reflect the objectives of each teaching process provided by the instructor and anticipated by students. The grading process must be objective and fair.

**b. Principles Affecting Curriculum Development**

The principles used as references by educators in one institution can sometimes differ from those in other institutions. However, these differences essentially still refer to principles that align with the nation's development. There are several principles that form the basis for implementing a good curriculum. As cited from Sukmadinata's book on curriculum development, theory and practice, these principles are categorized into two types: general and specific principles.

**General principles include:**

1. **Principle of Relevance:** This means that the competencies possessed by students should be relevant and aligned with societal needs. Therefore, this principle should establish a reciprocal relationship between the components inside and outside the school.
2. **Principle of Flexibility:** This implies that each curriculum should be developed according to the needs and identity of the existing study programs.
3. **Principle of Continuity:** This means that there should be a continuous process of developing curriculum components. There must be completeness in mastering a component; if it is fragmented, it is feared that achieving completeness may be difficult.
4. **Principle of Practicality:** This implies that the series of curriculum development activities should be easy to follow and implement. No matter how good the curriculum is, if it cannot be implemented in the field, it is predictable what results will be achieved.
5. **Principle of Effectiveness:** This means that the principles implemented should be able to produce or prepare graduates who meet the expectations of the community. Here, the satisfaction of the curriculum users' expectations is paramount.

**Specific principles include:**

1. **Principle Related to Objectives:** Curriculum formation should be based on educational objectives, whether short-term, medium-term, or long-term. These objectives should be derived from government policies, community guidelines, educational experts' views, research findings, and experiences from other countries.
2. **Principle Related to Educational Content:** Selecting educational content should consider translating educational objectives into learning outcomes, content material, including knowledge, attitudes, skills, and curriculum units, which must be organized logically.
3. **Principle Related to Teaching and Learning Processes:** Teaching methods should be tailored to the material being taught. This method relates to effective teaching techniques that should be applied in the learning process to ensure the material is absorbed by the students.
4. **Principle Related to Media or Teaching Tools:** The choice of teaching aids plays a significant role in the process of material absorption by students. The selected media should also align with the characteristics of the material, methods, and classroom conditions.
5. **Principle Related to Assessment Activities:** Every curriculum must have methods for assessment. These assessments are the goals of the teaching process provided by educators and are anticipated by students. The grading should be objective and fair.

**C. Factors Affecting Curriculum Development**

There are three factors that influence curriculum development:

1. higher education institutions,

Higher education institutions have at least two influences on school curricula.

First, in terms of the development of knowledge and technology at higher education institutions. Knowledge and technology contribute significantly to the curriculum content and the learning process. The type of knowledge developed in higher education institutions will influence the subject matter included in the curriculum. Technological advancements not only become part of the curriculum but also support the development of educational tools and media.

Second, in terms of the development of educational science and teacher training, as well as the preparation of teachers by Educational Personnel Institutions (LPTK), such as IKIP, FKIP, and STKIP. The curriculum of these Educational Personnel Institutions also affects curriculum development, particularly through the mastery of knowledge and teaching skills of the teachers they produce.

1. society, and

Schools are part of society, including their role in preparing students to live with dignity in the community. As a part and agent of society, schools are significantly influenced by the social environment of their location.

The curriculum content should reflect the conditions of the community it serves and the efforts to meet their needs and demands. The community around the school may be homogeneous or heterogeneous. The school is obliged to absorb and serve the aspirations present in the community. One of the strengths within the community is the business world. The development of the business sector in the community will influence curriculum development. This is because schools are not only preparing children to finish school, but also to live, work, and strive in life.

2. value systems.

In society, there are value systems, including moral, religious, social, cultural, and political values. As a societal institution, schools are also responsible for maintaining and transmitting the positive values that develop within the community.

In this context, performance management involves ongoing performance communication, where the head of the madrasa/school and all its components work together to share information about work progress, challenges and potential issues, possible solutions to those issues, and how leaders can support their subordinates.

#### d. Curriculum Development Design

Fred Persival and Henry Ellington state that curriculum design involves the development of the processes of planning, validation, implementation, and evaluation of the curriculum. Curriculum design can be identified as a plan or arrangement of curriculum elements consisting of objectives, content, learning experiences, and evaluation.

#### Objectives of Curriculum Design

Teachers design each curriculum with specific educational goals in mind. The primary aim is to enhance student learning, but there are other reasons for using curriculum design. For example, designing a curriculum for secondary school students with consideration for the primary and upper secondary school curricula helps ensure that learning objectives are aligned and complement each other from one stage to the next. If the secondary school curriculum is designed without taking into account prior knowledge from primary school or future learning in upper secondary school, it can create real challenges for students.

#### Types of Curriculum Design

a. Subject-Centered Curriculum Design

**Subject-Centered Curriculum Design** focuses on specific topics or disciplines. For example, a subject-centered curriculum may focus on mathematics or biology. This curriculum design tends to emphasize subjects rather than individuals. It is the most commonly used type of curriculum in K-12 public schools across states and local districts in the United States.

**Subject-Centered Curriculum Design** explains what needs to be learned and how to learn it. A core curriculum is an example of a subject-centered design that can be standardized across schools, states, and countries. In a standardized core curriculum, teachers are provided with a pre-determined list detailing what they need to teach students, along with specific examples of how these things should be taught.

b. Learner-Centered Curriculum Design

In contrast, learner-centered curriculum design considers the needs, interests, and goals of each individual. In other words, this design recognizes that learners are not homogeneous and adapts to their specific needs. Learner-centered curriculum design aims to empower students, allowing them to shape their education through choices. In a learner-centered curriculum, the lesson plans are differentiated, enabling students to choose tasks, learning experiences, or activities. This can motivate students and help them remain engaged with the material.

c. Problem-Centered Curriculum Design

Similar to learner-centered design, problem-centered curriculum design is also a form of learner-centered approach. Problem-centered curriculum focuses on teaching students how to approach problems and find solutions. In this way, students are confronted with real-life issues, helping them develop skills that can be applied in the real world.

Problem-centered curriculum design enhances the relevance of the curriculum and allows students to be creative and innovative as they learn. A drawback of this design is that it does not always take into account individual learning styles.

### **3. Methodology**

The type of research used is a qualitative approach, as it requires an explanation of the factors, principles, and design present at the school. The research location is MAN Pinotu. This research was conducted officially and obtained research permission from the school authorities, so it was known to the informants at the research site. This is intended to allow the researcher to collaborate with informants who have a close relationship with the research, so that any issues arising during the research process can be addressed. Throughout the research activities, the researcher was present as a full participant without being represented by anyone else. In this study, the researcher collected data from the field during the research process, including information on how teachers motivate their students during the learning process. The data collected came from teachers as well as from facilities and infrastructure related to the research. Data collection techniques included observation, interviews, and documentation.

The data analysis technique used is data reduction, where the researcher summarizes some of the data obtained from the field, then selects representative data to include in the discussion. Data presentation involves displaying the collected data as a basis for drawing accurate conclusions. After the data is gathered and some is selected from the total available, the data is presented as the core discussion of the field research results. Data verification involves selecting and confirming the validity and accuracy of the data included in the research discussion, ensuring that the data used is reliable. In this case, the researcher examines the impact of learning motivation on students with low motivation. Finally, data validation checks are performed to ensure there is no doubt about the data obtained, both for the researcher and the readers, to prevent any parties from being harmed, especially the researcher who has invested time and effort in preparing this scientific work. Data validation is applied in this research to ensure the accuracy and reliability of the data, with the researcher reviewing whether the research findings are valid.

### **4. Results and Discussion**

The development of a curriculum is influenced by several key factors and principles. Factors such as advancements in knowledge and technology, societal needs, and educational value systems play crucial roles. Higher education institutions contribute by integrating current scientific and technological advancements into the curriculum, shaping its content and supporting the development of educational tools. Additionally, schools, as societal institutions, are responsible for preserving and transmitting positive societal values.

Principles guiding curriculum development include relevance, ensuring that the curriculum meets societal needs; flexibility, allowing for adaptation to diverse educational contexts; continuity, ensuring ongoing development and coherence; practicality, making the curriculum feasible for implementation; and effectiveness, achieving desired educational outcomes. These factors and principles collectively ensure that the curriculum remains dynamic, responsive, and effective in preparing students for their future roles in society.

Curriculum design can be implemented through various approaches, including subject-centered, learner-centered, and problem-centered designs. A subject-centered design focuses on in-depth teaching of specific subjects, ensuring that students gain comprehensive knowledge in those areas. A learner-centered design prioritizes students' needs and interests, offering flexibility in choosing activities and learning methods that align with their preferences. A problem-centered design presents students with real-world challenges, helping them develop problem-solving skills and critical thinking that can be applied in everyday life.

### **5. Conclusion**

The development of the curriculum at MIN Pinotu is influenced by several key factors. Advances in science and technology play a crucial role in updating curriculum content and teaching methods to ensure relevance with the latest developments. The social and economic needs of the surrounding community also impact the curriculum design, ensuring that teaching materials address real-world demands and challenges. Additionally, educational policies set by the government provide guidelines and standards that must be followed to maintain alignment with the national education system. The availability of resources such as teaching materials and teacher training also affects the effectiveness of curriculum implementation in the field.

There are three factors that influence curriculum development: Higher Education Institutions, Society, and Value Systems. Curriculum design is a process of organizing or designing curriculum components to align with the school's vision and mission, and it involves the processes of validation, implementation, and evaluation.

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