

BASIC PRINCIPLES AND FOUNDATIONS OF CURRICULUM DEVELOPMENT

Rizka Azkiyah Arifah *, Resty Agnesia Yolanda, Siti Sofia Warda, Mohammad Yahya

Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68136,
Indonesia
Email: raudhotunfaizatul@gmail.com

Abstract

Curriculum development is a structured process that determines the direction and quality of educational implementation. This article examines the fundamental principles of curriculum development including relevance, flexibility, effectiveness, efficiency, continuity, and integration alongside its conceptual foundations, which encompass philosophical, psychological, sociological, and scientific aspects. This study employs a literature review method by analyzing relevant academic sources. The findings indicate that curriculum principles and foundations are inseparable, as the foundations provide theoretical orientation while the principles guide practical application in the field. The study also identifies several implementation barriers, such as limited teacher competence, inadequate learning facilities, resistance to change, weak understanding of curriculum concepts, students' socioeconomic constraints, and inconsistent educational policies. This article highlights the importance of developing a comprehensive, adaptive, and needs-based curriculum to enhance the overall quality of education.

Keywords: Curriculum, Development Principles, Curriculum Foundations, Education, Learning Design

INTRODUCTION

The curriculum plays a very important role in education as it serves as a reference and direction for the learning process in schools and madrasas. It is not only a plan for implementing learning activities, but also a means of achieving national education goals. Therefore, the curriculum development process must be based on clear principles and foundations so that it remains relevant to the needs of students, society, and the times.

The principles of curriculum development include relevance, flexibility, effectiveness, efficiency, continuity, and learner orientation. With these principles, the curriculum is expected to provide meaningful learning experiences, develop individual potential, and equip learners to face the challenges of life ahead.

In addition, curriculum development is also inseparable from foundations that include philosophical, psychological, sociological, and juridical aspects.

METHOD

This study uses a library research method by reviewing relevant books, journals, and academic documents. The data were analyzed using content analysis techniques to interpret various concepts regarding curriculum development. The research stages included collecting references, sorting concepts, analyzing the relationship between variables, and synthesizing the findings. This method was chosen because it is suitable for evaluating conceptual ideas in the field of curriculum in depth(Dr. Manotar Tampubolon, S.H., M.A., 2023).

RESULTS

The results of the study show that curriculum principles include relevance, flexibility, continuity, efficiency, effectiveness, and integration between components. All of these principles serve as a basis for ensuring that the curriculum can be used optimally in accordance with the needs of students and the times. In addition, the study also found that curriculum development is built on a number of important foundations, namely philosophical, psychological, sociological, and scientific-technological foundations. These four foundations provide direction and a framework for thinking so that the curriculum is not only in accordance with the characteristics of students, but also in line with the social context and developments in science and technology (A, 2020).

Other findings confirm that the principles and foundations of the curriculum are interconnected and form an inseparable whole. Both work simultaneously in determining the quality of the curriculum and the success of its implementation. However, research also identifies various obstacles in curriculum implementation, such as limited teacher competence, lack of learning facilities, resistance to change, weak conceptual understanding among educators, economic challenges experienced by students, and inconsistent government policies. These factors are the main obstacles that affect the effectiveness of curriculum implementation in the field(Mawardi, 2017).

The principles of curriculum development are meaningless without a strong conceptual foundation, just as the foundation cannot be implemented without operational principles. For example, relevance stems from philosophical and sociological foundations, while flexibility is rooted in psychological foundations and technological developments (Masruhin, 2020). The two are complementary and ensure that the curriculum remains current and adaptive.

In practice, many schools face challenges in implementing the curriculum. Uneven teacher competence is a major obstacle. Inadequate infrastructure also prevents the optimal implementation of technology-based curricula. In addition, rapid policy changes and the influence of students' socio-economic conditions also hinder the maximum implementation of the curriculum.

CONCLUSIONS

The curriculum is a vital instrument in education that must be developed through strong principles and foundations. Principles such as relevance, flexibility, effectiveness, efficiency, continuity, and integration must be in line with philosophical, psychological, sociological, and scientific foundations. Both form an adaptive curriculum that is capable of responding to the needs of the world of education. Various implementation obstacles need to be overcome through improving teacher competence, improving facilities, and policy consistency so that the curriculum can run according to its objectives.

REFERENCES

A, M. (2020). Reorientasi Kurikulum Pendidikan Islam di Era Digital.

Dr. Manotar Tampubolon, S.H., M.A., M. (2023). Metode Penelitian Metode Penelitian. Metode Penelitian Kualitatif, 3(17), 43.

Ma'rifatunnisa', W. (2025). Pendidikan Agama Islam dalam Kurikulum Merdeka: Model Pembelajaran Berdiferensiasi untuk Jenjang SMP. Penerbit Widina.

Masruhin, M. (2020). Implementasi Kurikulum 2013 di Madrasah Ibtidaiyah Kabupaten Semarang. Edification, 3(1).

Mawardi, M. (2017). Perkembangan Kurikulum Pendidikan Agama Islam di Indonesia. (Ma'rifatunnisa', 2025)