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# Analysis of Curriculum Development Models and Approaches in the Perspective of Modern Education

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***Abstract***
*This study aims to analyze curriculum development models and approaches from a modern educational perspective and their contribution to improving the quality of learning. The study used a qualitative approach with library research through the review of various relevant literature sources, such as scientific books, journal articles, and previous research results. Data analysis was conducted descriptively and analytically by reviewing, comparing, and synthesizing various concepts of curriculum development models and approaches. The results show that curriculum development models in modern education, such as rational, interactive, and systemic models, remain relevant but need to be integrated and adapted to dynamic learning needs. Meanwhile, curriculum development approaches that include competency-based, constructivist, experience-based, and integrative approaches emphasize active, contextual, and learner-centered learning. The integration of these models and approaches has been proven to improve the quality of learning, especially in the development of critical, creative, collaborative, and communicative thinking skills. However, the implementation of curriculum development in modern educational practices still faces various challenges, such as limited teacher competency, minimal supporting facilities, and resistance to change. Therefore, strategic efforts are needed to improve educator capacity, strengthen education policies, and optimally utilize learning technology. Thus, curriculum development is expected to produce a learning system that is adaptive, innovative, and relevant to the demands of modern education.*
**Keywords:** *curriculum development, curriculum model, curriculum approach, modern education, quality of learning*

***Abstrak***
*Penelitian ini bertujuan untuk menganalisis model dan pendekatan pengembangan kurikulum dalam perspektif pendidikan modern serta kontribusinya terhadap peningkatan kualitas pembelajaran. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian kepustakaan (library research) melalui kajian berbagai sumber literatur yang relevan, seperti buku ilmiah, artikel jurnal, dan hasil penelitian terdahulu. Analisis data dilakukan secara deskriptif-analitis dengan menelaah, membandingkan, dan mensintesis berbagai konsep model dan pendekatan pengembangan kurikulum. Hasil penelitian menunjukkan bahwa model pengembangan kurikulum dalam pendidikan modern, seperti model rasional, interaktif, dan sistemik, masih relevan digunakan, namun perlu diintegrasikan dan disesuaikan dengan kebutuhan pembelajaran yang dinamis. Sementara itu, pendekatan pengembangan kurikulum yang meliputi pendekatan berbasis kompetensi, konstruktivistik, berbasis pengalaman, dan integratif menekankan pembelajaran yang aktif, kontekstual, dan berpusat pada peserta didik. Integrasi model dan pendekatan tersebut terbukti mampu meningkatkan kualitas pembelajaran, khususnya dalam pengembangan keterampilan berpikir kritis, kreatif, kolaboratif, dan komunikatif. Namun, implementasi pengembangan kurikulum dalam praktik pendidikan modern masih menghadapi berbagai tantangan, seperti keterbatasan kompetensi guru, minimnya sarana*

*pendukung, dan resistensi terhadap perubahan. Oleh karena itu, diperlukan upaya strategis untuk meningkatkan kapasitas pendidik, memperkuat kebijakan pendidikan, dan mengoptimalkan pemanfaatan teknologi pembelajaran. Dengan demikian, pengembangan kurikulum diharapkan mampu menghasilkan sistem pembelajaran yang adaptif, inovatif, dan relevan dengan tuntutan pendidikan modern.*
**Keywords:** *pengembangan kurikulum, model kurikulum, pendekatan kurikulum, pendidikan modern, kualitas pembelajaran.*


## Introduction

The curriculum is a core component of the education system that serves as a reference in designing, implementing, and evaluating the learning process. (Wafqin et al., 2024) In the context of modern education, the curriculum is no longer understood as merely a document containing a list of subject matter, but rather as a dynamic, adaptive system oriented towards the holistic development of student competencies. Social change, technological advances, and the demands of globalization require updates in curriculum development models and approaches to be able to meet the needs of 21st-century education. (Sumantri, 2019) Modern education emphasizes the importance of developing critical, creative, collaborative, and communicative thinking skills as part of the core competencies that students must possess. (Lubis et al., 2023) Therefore, curriculum development needs to be based on models and approaches that are not only oriented towards content, but also towards a meaningful learning process. (Ramadan et al., 2025a) Curriculum development models such as the rational model (Tyler), the interactive model (Taba), and the systemic model (Oliva) have provided a strong theoretical foundation in curriculum design.

However, in practice, the implementation of these models is often unable to fully accommodate the needs of modern education that demands flexibility, innovation, and contextuality. In addition, curriculum development approaches in modern education are increasingly diverse, ranging from competency-based approaches, constructivist approaches, to experiential learning approaches . ( Muhammad Hifdhul Islam Qur'aniy Zidna et al., 2025) These approaches emphasize the importance of active student involvement in the learning process and the relevance of learning materials to real life. (Kasingku et al., 2025) From a constructivist perspective, knowledge is not only transferred from teacher to student, but is built through meaningful interactions and learning experiences. (Nurhidayati, 2017) However, the reality on the ground shows that curriculum development still faces various challenges. One of the main problems is the

continued dominance of traditional approaches that are oriented towards memorization and mastery of material, thus providing little space for the development of higher-order thinking skills. (Delvananta Givarin & Ellianawati, 2025)

Furthermore, educators' limited understanding of various curriculum development models and approaches also hinders the implementation of an innovative and adaptive curriculum. (Saputra & Stiawan, 2024) Several previous studies have examined various curriculum development models and approaches, but studies that integrate them from a modern educational perspective are still relatively limited. (Surya Arfan et al., 2025) Therefore, a comprehensive analysis is needed to understand how curriculum development models and approaches can be effectively integrated to address contemporary educational challenges.

Although a number of study previously has review models and approaches curriculum in a way separate , still there is significant research *gap* in literature moment this . Most studies previously such as Surya Arfan et al ., tend to trapped in a dichotomy theoretical only focuses on the evaluation of classical models (Tyler/Taba) or only test effectiveness One approach certain in class . (Hidayat et al., 2019) There are no studies that are specific map *synthesis* or harmonious integration formula between structure rigid theoretical model with flexibility modern approaches ( such as *experiential learning* ) for overcome polarization between curriculum based content and process -based in the field . As a result , the developers curriculum lack guide operational about How bringing together systemic models with need learning the fluid 21st century .

Based on the above description, this research has an urgency to analyze the models and approaches to curriculum development from a modern educational perspective. The research problem formulations are: (1) what are the models of curriculum development in modern education, and (2) what approaches to curriculum development are relevant to the demands of today's education. This research aims to provide a comprehensive understanding of the integration of models and approaches to curriculum development as an effort to improve the quality of education.

Thus, the results of this study are expected to provide theoretical contributions in the development of curriculum studies as well as practical contributions for educators and policy makers in designing curricula that are more innovative, flexible, and oriented to the needs of students in the modern era.

## Research methods

Study This apply approach qualitative with type study library *research* which is special focused on the study conceptual and theoretical regarding the model and approach development curriculum in perspective modern education . For ensure relevance , novelty , and validity results study , selection process source literature done through search strategies systematically across various indexing databases journal scientific reputable sources , such as Google Scholar, Garuda, and Crossref. This data search executed with use a combination of relevant keywords , including " *development curriculum* " , " *curriculum model* " , " *approach curriculum* " , and " *modern education* " . All literature found Then filtered based on criteria inclusion and exclusion that have been set in a way strict . Criteria references used ( inclusions ) include article journal scientific , proceedings , and book text the latest which is specific study structure theoretical model of Tyler, Taba, and Oliva, as well as article results study empirical related implementation approach curriculum 21st century . In contrast , the literature does not own suitability topic substantive , no published by the publisher or journal trusted , and No load thinking critical about dynamics curriculum contemporary direct excluded from the research database .

After data collection through studies documentation to primary and secondary sources finished done , all material classified and read in a way deep For guard data validity through technique triangulation source . Stages further data analysis done in a way intensive with apply method analysis content *analysis* that is carried out through details systematic procedure . The first step started with data reduction , namely the process of selecting , focusing and abstracting core concepts regarding models and approaches curriculum from overall literature that has been collected . The second step is do categorization and comparison , where the data that has been reduced arranged to in framework comparison For map in a way sharp characteristics , advantages , and weakness from each structural model and approach learning . The third step in the form of synthesis analysis conducted with connect in a way critical correlation functional between curriculum models at the level macro with approach learning at the level micro to find point integration theoretically . The final step is withdrawal conclusion , where the researcher formulate conceptualization and conclusion new in nature comprehensive about How model integration and approach the can become solution adaptive in face challenge modern education today This .

## Results and Discussion

### *Curriculum Development Models from a Modern Educational Perspective*

The results of the study indicate that the curriculum development model in modern education has undergone significant development from a linear approach to a more flexible and dynamic approach. (Ramadan et al., 2025b) Classical models such as the rational model developed by Ralph Tyler emphasize four main components: objectives, learning experiences, organization of experiences, and evaluation. This model provides a systematic and structured framework for curriculum development, but tends to be top-down and less responsive to changes in the learning context. Furthermore, the interactive model developed by Hilda Taba offers a more participatory and *bottom-up approach* , in which teachers play a significant role in designing the curriculum based on the needs of students. This model aligns with the principles of modern education that emphasize the importance of flexibility and contextuality in learning. (Sulaiman, 2025)

In context modern education , Tyler's model has strengths and weaknesses specifics needed criticized . The advantages are give direction of governance curriculum very logical , measurable , easy macro evaluated , as well as give standard clear quality in a way national . (Fauzan, 2017) However , its weakness lies in its rigid , mechanistic nature , as well as put evaluation only at the end end of the process, so that often ignore dynamics learning that occurs within class the demanding 21st century change fast . Example implementation of Tyler's model in modern education is print curriculum blueprint national or standard competence rigid graduation . (Wulandari et al., 2025 ) For example , in curriculum based science , Tyler's model sets the target that all over students at the level national must control basic digital literacy at the end of the semester. The government center designing objectives and materials in a way uniform from top - *down* , then schools follow him as standard standard administration .

Furthermore , the interactive model developed by Hilda Taba offers a more approach participatory and in nature *bottom-up* , where the teacher has role important in designing curriculum based on need participant educate . This model in line with principle modern education that emphasizes importance flexibility and contextuality in learning . (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024)

Analysis critical against the Taba model shows that excess mainly is level very high flexibility and accommodation to characteristics , background back , and speed Study real participant learn in the field . Through this model , the curriculum become very meaningful Because designed directly by a teacher who understands Medan

learning . (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024) On the other hand , the weakness of the Taba model is need time relatively long , demanding design competence pedagogical very high educators , as well difficult implemented For standardization competence scale big Because results curriculum between area tend fragmentary and varied .

Example implementation of the Taba model is visible real in the preparation Curriculum Operational Educational Unit (KOSP) in the modern era. As for example , a group of teachers at school area coast make an initial diagnosis to student they . Know that majority student near with environment maritime , these teachers designing own learning unit based processing results sea . Design curriculum micro This started from need local class down , new Then approved by the head school as a curriculum program school .

Furthermore, the systemic model developed by Peter Oliva views the curriculum as an interconnected system of objectives, content, methods, and evaluation components, allowing for continuous adjustment. From a modern educational perspective, these three models are no longer viewed separately but can be integrated to produce an adaptive and relevant curriculum. (Ramadan et al., 2025c) This aligns with systems theory in education, which emphasizes that each component of the curriculum must interact with and support the achievement of overall educational goals. Thus, the modern curriculum development model places greater emphasis on integration, flexibility, and sustainability.

In a way critically , the advantages of the Oliva model are availability mechanism bait continuous *feedback* loop , so that If happen change technology or global needs , developers can direct revise One component specific without must completely overhaul the entire structure curriculum . However , the weakness of this model is its structure is very complex and interconnected binding , so that need readiness bureaucracy , system management mature school , and availability means established supporters so as not to happen congestion systemic .

Example implementation of the Oliva model in modern scale can seen in adoption system digital learning ( *Learning Management System* / LMS) at universities or school forward . When the component evaluation automatic through LMS shows that Lots student fail understand coding material , systems curriculum detect misalignment said . Developer curriculum Then direct adapt component method teaching ( for

example change lecture become practical work independent ) and update content module without bother objective main curriculum that has been There is .

### *Curriculum Development Approaches in Modern Education*

Based on the results of the literature analysis, there are several main approaches to curriculum development that are relevant to modern education. First, the *competency-based curriculum approach* emphasizes achieving comprehensive student competencies, including knowledge, skills, and attitudes. (Eldina Sarah Nababan, 2024) This approach aligns with the demands of 21st-century education, which emphasizes mastery of higher-order thinking skills.

Excess approach based competence This is capable give birth to graduates who are ready work and adaptive Because the focus focused on the show Work real ( *performance-based* ), not just mastery the theory above paper . However , the analysis critical show its weaknesses , namely risk trapped in reductionist assessments . Approach This prone to ignore depth of internal processes, internalization moral values , as well as aspect emotional emotional participant difficult education measured in a way quantitative through indicator stiff performance .

Example its implementation is system graduation based on portfolio and competency test skill real . As example , in curriculum school modern vocational , students No Again assessed as passing based on exam choice double about theory machine , but rather tested in a way direct For diagnose damage and repair machine car until functioning return in a way real .

Second, the constructivist approach, rooted in the theories of Piaget and Vygotsky, emphasizes that knowledge is actively constructed by students through learning experiences. In this approach, the teacher acts as a facilitator, assisting students in the knowledge construction process. (Luthfiyani et al., 2025) Excess main approach constructivist is succeed trigger independence learning ( *autonomous learning* ) and hone skills think level high ( *HOTS* ) students Because they forced to analyze and solve problem in a way independent . On the other hand , its weakness is potential trigger inequality understanding draft draft or widespread misconception among student if the teacher does not capable operate role facilitator optimally , in addition need allocation time distance learning more loose .

Example its implementation is a learning model based problem ( *Problem-Based Learning* ). For example , the teacher provides stimulus in the form of studies case

pollution rivers in the area around school . Students in a way in groups discuss searching for data, interviewing citizens , and build Alone draft biology about ecosystem and pollution without dictated by the teacher through lecture in the same direction .

This approach is highly relevant to modern education, which demands student - *centered learning* . Third, the experiential learning approach *proposed* by Kolb emphasizes the importance of direct experience as a learning resource. This approach encourages students to learn through practice, reflection, and application of concepts in real-life situations. (Talabudin Umkabu & Nur'im Septi Lestari, 2023) This aligns with the concept of contextual learning, which connects learning materials to everyday life. Fourth, the integrative approach combines various disciplines to provide students with a more comprehensive understanding. (Khairul Rofiah et al., 2025) This approach is crucial in addressing the complexity of modern-day problems that cannot be solved partially. Therefore, the curriculum development approach in modern education emphasizes active, contextual, collaborative learning, and is oriented toward holistic competency development.

### *The Relevance of Integration of Models and Approaches in Improving the Quality of Education*

The study results show that the integration of curriculum development models and approaches plays a significant role in improving the quality of education. (Utami et al., 2025) The curriculum development model provides a systematic structural framework, while the learning approach provides direction in implementing the curriculum in the classroom. From a constructivist perspective, this integration enables the creation of meaningful learning, where students not only receive information but also process and apply it in real life. Furthermore, *student-centered learning theory* emphasizes that effective learning is learning that actively involves students in the learning process.

Furthermore, this integration also supports the development of 21st-century skills, such as critical, creative, collaborative, and communicative thinking. (Humayra et al., 2025) This is in line with the global educational framework that emphasizes the importance of these competencies in facing the challenges of the world of work and social life. (Sari Dewi & Fatwa Mulyati, 2024) However, the implementation of integrated curriculum development models and approaches still faces various challenges, such as

limited teacher competency, lack of supporting facilities and infrastructure, and resistance to change. Therefore, strategic efforts are needed, such as teacher training, development of adaptive education policies, and the use of technology in learning.

Based on the above flow , the relationship structured between models and approaches the can explained as following :

1. Synergy Quality Standardization and Real Skills : *Tyler's Model* play a role at the level macro institutional For formulate objective big curriculum , but so that it doesn't stiff , purposeful the lowered to activity class use *Approach Based Competence* . As a result , standardization quality still awake , but student still equipped skills practical . (SARIDUDIN, 2024)
2. Synergy Local Flexibility and Independent Reasoning: At school use principle *Taba Model* For diagnose need unique students , teachers in class execute it past *Approach Constructivism* and *Experiential Learning* . The Relationship This in a way direct reduce method memorization traditional , changing the role of teachers center information become facilitator , and trigger involvement active student in a way deep .
3. Synergy Sustainability Holistic Systems and Studies: Feed come back periodically from *Oliva Model* ensure that effectiveness implementation *Approach Integrative* ( such as STEM) is monitored its performance . If this happens constraint administrative , cycle Oliva's evaluation will detect and fix it , so that ensure quality learning meaningful still walk in a way adaptive to demands of the times. (Ornstein & Hunkins, 2017)

Example real from integration intact This reflected in implementation Project Strengthening Profile Pancasila students (P5) in modern schools . In general macro , school set objective in accordance structure administration national ( *Tyler Model* ). However , the determination of theme project handed over to teacher creativity and needs students in their respective areas ( *Taba Model* ). During the project walking , students jump to field do action environment ( *Experiential Learning* ), formulating the solution in a way independent ( *Constructivist* ), linking various eye lesson ( *Approach) Integrative* ), and assessed based on ability in fact ( *Based on Competence* ). Finally , the committee school evaluate impact project the to character student For next program improvement ( *Oliva Model* ). Through integration structured here it is , the demands quality modern education in the 21st century can realized optimally .

## Conclusion

Based on the results and discussion, it can be concluded that the curriculum development model and approach in the perspective of modern education has shifted from a linear and content-oriented pattern to a more flexible, integrative, and learner-centered approach. Curriculum development models such as rational, interactive, and systemic models remain relevant, but need to be adapted and integrated to be able to answer the demands of dynamic and contextual education. The curriculum development approach in modern education emphasizes competency-based, constructivist, experiential, and integrative learning, which aims to develop higher-order thinking skills and 21st-century skills.

These approaches enable students to learn actively, reflectively, and meaningfully, enabling them not only to understand the material but also to apply it in real-life situations. Furthermore, the integration of curriculum development models and approaches has been shown to play a crucial role in improving the quality of education. Models provide a systematic conceptual framework, while approaches provide contextual and innovative implementation direction in the learning process.

Contribution main from study This is formulate A synthesis conceptual in the form of matrix connection bridging integration print blue structural macro (model) with action learning micro in class ( approach ). This integration give contribution theoretical new in solve polarization between rigid curriculum and demands fluid modern learning . In a way practical , research This contribute real in give guide tactical for designer curriculum and educators For designing learning programs — such as learning STEM-based or project contextual —adaptive , not stuck in formalities administration , and oriented full of needs real participant education in the modern era.

Although Thus , the implementation integration This Still hit challenge real like limitations competence educators , inequality means , and resistance to change . Therefore that , research This recommend existence effort sustainable through improvement teacher capacity that focuses on the role as facilitator , strengthening policy flexible education , as well utilization technology optimally in order to realize quality quality future education .

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