

ESSENTIALS OF CURRICULUM DEVELOPMENT COMPONENTS

Gilang Fadha Fatri *, Yesmi Karimatus Subekti, Ahsanu Nadia, 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: gilangfadha00@gmail.com

Abstract

Curriculum is a core component in the implementation of education that serves as the main guideline for achieving educational goals. Curriculum change and development must be carried out in a planned and systematic manner in order to align with students' needs, societal demands, and the development of science and technology. This article aims to examine the nature of curriculum development components, which include objectives, content, learning strategies, and evaluation. The method used in this study is a literature review by analyzing various relevant sources such as books, scientific articles, and educational policy documents. The results of the study indicate that the four components of curriculum development are interrelated and cannot be separated from one another. Curriculum objectives provide direction for development, curriculum content serves as a means to achieve these objectives, learning strategies play a role in effectively implementing the curriculum, and evaluation is used to assess goal attainment as well as to improve the curriculum. Therefore, curriculum development must be conducted holistically and continuously to enhance the quality of learning and achieve educational goals optimally.

Keywords: Curriculum, Curriculum Development, Curriculum Components

INTRODUCTION

Currently, there is a growing perception among the public that the education curriculum in Indonesia often undergoes changes with each change of minister. This situation raises the question of how educational goals can be achieved and education can develop optimally if the old curriculum has not been fully implemented but has already been replaced by a new one. In essence, curriculum management is one of the main substances in the implementation of education in schools. The existence of curriculum management confirms that the learning process can be controlled and used as a benchmark in achieving educational goals, while encouraging teachers to continuously improve their performance as educators.

On the other hand, the curriculum is the core of education. Simply put, the curriculum can be understood as the material or things that are taught, while learning is the means or process of delivering that material. Learning emphasizes the application of teaching methods and strategies so that students can understand the material being delivered. In addition, learning also includes the

approach between educators and students so that the knowledge or material being taught can be well received (Akdeniz, 2016).

The planning, design, and objectives of student learning and its implementation in the school environment make the curriculum the main reference in shaping the learning experience of students. The curriculum serves as a means to achieve educational goals as well as a guideline in the implementation of learning at all levels and types of education, thus greatly influencing the process and results of education. Therefore, the curriculum can be said to be the center of all educational activities in schools.

Furthermore, learning is a form of curriculum implementation both inside and outside the classroom. The curriculum is not only a written document, but must have well-structured components so that educational objectives can be achieved. The curriculum is also seen as a subsystem within the overall education system, which shows the interrelationship and hierarchy between components. These components include educational objectives, learning content or material, methods of delivering material, and an evaluation system to assess the implementation and success of learning in accordance with established curriculum guidelines (Astuti, Meylina, 2018).

In accordance with the mandate of the 1945 Constitution, the curriculum must take into account the needs of society in the field of education so that dynamic educational objectives can be achieved. Therefore, in the teaching and learning process, the curriculum needs to establish and reinforce appropriate learning models. The curriculum that is implemented must be based on the personality of the Indonesian nation and managed by taking into account the environment, needs, interests, and talents of students. Thus, curriculum management must be continuously developed and refined to be in line with the needs of society and the development of science and technology.

METHODS

This paper uses a literature review method by examining various relevant sources related to curriculum development components. The literature review was conducted by collecting, reviewing, and analyzing theories, concepts, and previous research results discussing curriculum development. The literature used includes books, scientific articles, and educational policy documents related to the topic of study. The literature review aims to gain a comprehensive understanding of the main concepts in curriculum development, the relationship between curriculum components, and the approaches used in the development process. Through this study, various relevant concepts and ideas were systematically synthesized to explain the phenomena and issues in curriculum development. The literature reviewed included discussions on curriculum development components, learning processes, and curriculum evaluation. All theories and findings were analyzed and integrated to find the relationship between concepts so as to obtain a complete picture of the components of curriculum development.

RESULTS

Curriculum Development

According to Faymawati et al., a curriculum is an educational program provided to students by schools. Based on this program, students engage in various learning activities to encourage their growth and development in accordance with predetermined educational objectives. A good curriculum is one that is continuous and designed so that there is no gap between basic education and the next level of education.

According to Meylina Astuti et al., in the Islamic Religious Education (PAI) curriculum, “development” refers to activities that produce the PAI curriculum, processes that connect one part to another to improve the PAI curriculum, and activities involved in the preparation (design), implementation, assessment, and refinement of the PAI curriculum (Doll, 1974).

Thus, curriculum development is a process of evaluating the previous curriculum designed to improve its quality, which includes various student activities, student growth, and development so that they are in line with the curriculum objectives set by the school.

Objective Component

Every education system has very important objectives. This is because objectives clearly and measurably determine what must be achieved by the institution as a whole. In modern education, the definition of objectives must include various aspects of human learning, not just mastery of facts. Ideal objectives should include psychomotor (physical and manipulative skills), affective (attitudes, values, and emotions), and cognitive (knowledge and thinking skills) aspects. If these three domains are included, students will be developed in a comprehensive and holistic manner (Faymawati, 2017).

Furthermore, these educational goals are organized in a hierarchy and do not stand alone. These goals consist of complementary and continuous levels, ranging from the most general and philosophical (such as national educational goals) to the most specific and practical (such as daily learning goals). This tiered structure ensures vertical consistency across all levels and units of the curriculum. With clear levels, each learning activity and material can effectively help achieve the institution's highest goals. The school curriculum has many goals that must be met for the program to be successful.

The school curriculum has two main types of objectives. The first is the overall objective, called the institutional or general objective, which describes the ideal graduate profile of the institution. The second is the objective to be achieved in each specific subject, called the curricular or instructional objective, which serves as a specific guideline for teachers who teach specific subjects. To ensure that institutional goals can be translated into tangible and measurable learning outcomes in each field of study, a balance between general goals and specific goals for each subject is necessary (Heneman, 2006).

Curriculum goals consist of three levels, according to Nurgiyantoro as quoted by Ahmad Wahyu Hidayat:

a. Long-Term Goals

These objectives are based on philosophical values and describe the desired goals in life. These objectives are not related to school objectives. Instead, they are intended as goals for after students finish school, such as self-confidence, morality, and social responsibility.

b. Medium-Term Objectives

These are school objectives based on level, such as elementary school, junior high school, high school, and so on.

c. Intermediate Goals (objectives)

are goals specific to classroom learning, such as students' ability to multiply and pray.

Therefore, curriculum goals are very important in the overall achievement of the institution and must be holistic, covering cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. These objectives are arranged in a tiered and continuous hierarchy, starting from the most general and philosophical objectives (long-term, not directly related to school) to institutional objectives (medium-term/school objectives), and the most specific for daily learning (short-term/learning objectives), ensuring the vertical consistency of the curriculum.

Content Components

According to Sri Wahyuni Rozi Nasution, curriculum content is the part that covers the subject matter and learning experiences that students must have. Curriculum content covers all aspects related to knowledge or subject matter, and it also covers student activities and tasks.

According to Fuaduddin, quoted by Moch Sya'roni Hasan, there are several criteria used to compile curriculum materials, namely continuity, sequence, integration, and flexibility, which are designed to achieve educational objectives. These are compiled and arranged according to their scope and sequence (Hidayat, 2015).

Thus, curriculum content is an important component of the curriculum that serves as a link between established educational goals and concrete learning implementation. Curriculum content essentially covers all subject matter in an orderly sequence. However, its scope is more than just a list of facts or topics; it also includes a number of designed learning experiences, relevant knowledge, and planned student activities. All these elements are carefully combined to ensure that students not only learn academic material but also learn the necessary skills, principles, and attitudes. Therefore, this content section serves as the primary tool to help students develop holistically. They also ensure that all the objectives explicitly stated in the curriculum objectives section are achieved.

Strategy Component

As mentioned above, based on the philosophy and theory of education that underlies curriculum development, there are differences in determining learning objectives and materials, which certainly have consequences for determining the learning strategies to be developed. If the goal of learning is intellectual mastery of information, as developed by many supporters of classical philosophy in the context of cultural inheritance or immortality, then the learning strategies developed will be more teacher-centered. Teachers are central figures in the learning process and are seen as the center of information and knowledge. Meanwhile, students are only considered as objects that passively receive information from teachers. The learning methods and techniques used are generally expository in nature, such as lectures or seminars. In addition, learning tends to be more textual (Roy Killen, 1998). This teacher-centered learning strategy has been met with resistance from progressives. According to progressives, it is the learners themselves who should be active in the learning process. Learners actively determine the learning materials and objectives

according to their interests and needs, while also determining the most appropriate ways to obtain the materials and achieve their learning objectives. Learner-centered learning is supported by reconstructivists who emphasize the importance of the learning process through group dynamics.

Learning tends to be contextual, and the learning methods and techniques used are no longer in the form of presentations by the teacher but are more individual, direct, and utilize the process of group dynamics (cooperative), such as modular learning, observation, simulation or role playing, discussion, and the like. In this case, teachers do not intervene much. The role of teachers is only as facilitators, motivators, and guides. As facilitators, teachers try to create and provide a conducive learning environment for their students. As motivators, teachers strive to encourage and stimulate their students to learn. Meanwhile, as guides, teachers provide guidance by trying to get to know their students personally. Furthermore, the emergence of technology-based learning, which emphasizes the importance of mastering competencies, has its own implications for determining learning strategies. Although it is still focused on mastering material or competencies, as in the classical approach, technological learning still allows students to learn individually. In technological learning, it is possible for students to learn without face-to-face interaction with teachers, such as through the internet or other electronic media (Marzano, 2003). The role of teachers in technological learning tends to be more as directors of learning, who strive to guide and organize students to carry out learning activities in accordance with what has been designed beforehand.

Based on the above description, it appears that there are many possibilities for determining learning strategies, and each learning strategy has its own weaknesses and strengths. In relation to the Education Unit Level Curriculum, recently a learning concept has emerged with the term PAKEM, which is an acronym for Active, Creative, Effective, and Fun Learning. Therefore, in practice, a teacher should be able to develop varied learning strategies, using various strategies that enable students to carry out their learning process actively, creatively, and enjoyably, with high effectiveness. Then, with the change from the 2006 Curriculum to the 2013 Curriculum, a new paradigm shift also occurred.

Because they are connected to how the curriculum is implemented, the parts of the strategy play a key role. The teaching and learning process is realized through patterns and sequences of similar behaviors by teachers and students that serve specific purposes. In other words, strategies contain two important components: plans that are actualized in the form of activities, and strategies that are formulated to achieve the main objectives. In reality, there are many things a teacher can do to teach a student, so teaching tactics are not limited to just that. There are a number of tactics that can be applied in teaching, including:

- a. **Discovery-learning** In this learning method, students are required to complete various tasks, such as gathering information, comparing, grouping, analyzing, mixing, organizing, and drawing conclusions. Through these activities, students will master the material, apply it, and find activities that will be useful to them.

- a. **Meaningful learning** Students in meaningful learning seek meaning in the content to enhance their learning.
- b. **Individual learning** Individual or small group learning activities are necessary for the implementation of discovery learning.

Strategies and methods are the third component in curriculum development. This component plays a very important role because it is related to curriculum implementation. No matter how good and ideal the goals are, without the right strategies to achieve them, they cannot be achieved.

Learning strategies are used to apply learning theories to achieve targeted learning outcomes. Strategies include plans, methods, and activity tools that are planned to achieve specific goals. In line with the above opinion, T. Rakajoni (1992) defines learning strategies as the general patterns and sequences of actions taken by lecturers and students in carrying out teaching and learning activities to achieve predetermined goals. Marzano (2003) states that learning strategies influence student achievement. According to Marzano, learning must be structured, implemented, and evaluated in a planned, organized, and systematic manner.

From the above definition, there are two things that we should pay attention to. First, learning strategies are action plans (a series of activities) including the use of methods and the utilization of various resources/strengths in learning. This means that the development of a new strategy up to the process of developing a work plan has not yet reached the stage of action. Second, strategies are developed to achieve specific goals (Muhammedi, 2016). This means that all decisions in developing strategies are aimed at achieving goals. Thus, the development of learning steps and the utilization of various facilities and learning resources are all directed towards achieving goals. Efforts to implement the plans that have been developed in real activities so that the goals that have been set can be achieved optimally are called methods. This means that methods are used to realize the established strategy. Thus, one learning strategy can be used with several methods. For example, to implement an expository strategy, lecture methods can be used along with question and answer methods or even discussions using available resources, including learning media. Therefore, strategy is different from method. Strategy refers to a plan of operation to achieve something, while method is a way of achieving something.

Another term that is similar to strategy is approach. In fact, approach is different from both strategy and method. Approach can be interpreted as our starting point or perspective on the learning process. Roy Killen (1998), for example, notes that there are two approaches to learning, namely teacher-centered approaches and student-centered approaches. Teacher-centered approaches involve direct instruction, deductive learning, or expository learning strategies (Nasution, 2014). Meanwhile, student-centered learning approaches involve discovery and inquiry learning strategies as well as inductive learning strategies. Thus, the term “approach” refers to a very general view of a process. Therefore, the learning strategies and methods used can originate from or depend on a particular approach.

Evaluation Components

Evaluation is one component of the curriculum. In a limited sense, curriculum evaluation is intended to examine the level of achievement of the educational objectives that are to be realized through the curriculum in question. As stated by Wright: “curriculum evaluation may be defined as the estimation of growth and progress of students toward objectives or values of the curriculum.” Meanwhile, in a broader sense, curriculum evaluation is intended to examine the overall performance of the curriculum based on various criteria. The performance indicators evaluated are not limited to effectiveness, but also include the relevance, efficiency, and feasibility of the program. Meanwhile, Hilda Taba explains the things that are evaluated in the curriculum, which include: “objectives, its scope, the quality of personnel in charge of it, the capacity of students, the relative

importance of various subjects, the degree to which objectives are implemented, equipment and materials, and so on.”

In another section, it is stated that the scope of a curriculum evaluation program is actually determined by the purpose of the curriculum evaluation. Whether the evaluation is intended to evaluate the entire curriculum system or only certain components of the curriculum system. One important component of the curriculum that needs to be evaluated is related to the learning process and outcomes of students. Certain requirements are necessary to ensure that the results of curriculum evaluation remain meaningful. Quoting Doll, the requirements for curriculum evaluation are “acknowledging the presence of value and valuing, orientation to goals, comprehensiveness, continuity, diagnostic worth and validity, and integration.”

Curriculum evaluation also varies, depending on the dimensions that are the focus of the evaluation. One dimension that is often highlighted is the dimension of quantity and quality. The instruments used to evaluate quantitative dimensions are different from those used to evaluate qualitative dimensions. Instruments used to evaluate quantitative dimensions include standardized tests, learning achievement tests, diagnostic tests, and others. Meanwhile, instruments used to evaluate the qualitative dimension include questionnaires, inventories, interviews, anecdotal notes, and so on.

Curriculum evaluation plays an important role, both for determining education policy in general and for decision-making in the curriculum itself. The results of curriculum evaluation can be used by education policy makers and curriculum developers in selecting and determining policies for the development of the education system and the curriculum model used. The results of curriculum evaluation can also be used by teachers, principals, and other education practitioners in understanding and assisting student development, selecting teaching materials, selecting teaching methods and tools, assessment methods, and other educational facilities. (summarized from Nana Syaodih Sukmadinata, 1997) Furthermore, Nana Syaodih Sukmadinata (1997) proposes three approaches to curriculum evaluation, namely: (1) a research approach (comparative analysis); (2) an objective approach; and (3) a mixed multivariate approach.

In addition, there are several curriculum evaluation models, including the CIPP (Context, Input, Process, and Product) Model, which is based on the view that the success of an education program is influenced by various factors, such as: the characteristics of students and the environment, program objectives and the equipment used, and the procedures and mechanisms for implementing the program itself. This evaluation model aims to compare the performance of various dimensions of the program with a number of specific criteria, in order to arrive at a description and judgment of the strengths and weaknesses of the program being evaluated. This model, developed by Stufflebeam (1972), classifies educational programs into four dimensions, namely: Context, Input, Process, and Product. According to this model, the four dimensions of the program need to be evaluated before, during, and after the educational program is developed. A brief explanation of the four dimensions is as follows: 1. Context; namely, the situation or background that influences the types of educational objectives and strategies to be developed in the program concerned, such as: the policies of the relevant department or work unit, the goals to be achieved by the work unit within a certain period of time, the staffing problems faced in the work unit concerned, and so on. 2. Input; materials, equipment, and facilities prepared for educational purposes, such as: curriculum documents and learning materials developed, teaching staff, facilities and infrastructure,

educational media used, and so on. 3. Process; the actual implementation of the education program, including: the implementation of the teaching and learning process, the implementation of evaluations carried out by teachers, program management, and so on. 4. Product; the overall results achieved by the education program, including: short-term and long-term results.

Curriculum development is a never-ending process. This process includes planning, implementation, and evaluation. Referring to this opinion, in the context of curriculum development, evaluation is an integral part of the curriculum development itself. Through evaluation, the value and meaning of the curriculum can be determined, so that it can be used as a consideration as to whether a curriculum needs to be maintained or not; which parts need to be improved. Evaluation is a component for assessing the effectiveness of achieving objectives. In the context of the curriculum, evaluation can serve to determine whether the objectives that have been set have been achieved or not, or evaluation can be used as feedback in improving the strategies that have been set. According to Scriven (1967), these two functions are evaluation as a summative function and evaluation as a formative function. In line with Heneman's (2006) opinion, evaluation is a formal process carried out by teachers using selected and validated instruments for formative and summative purposes. Evaluation as a tool to measure the success of achieving objectives can be grouped into two types, namely tests and non-tests.

1. Tests

Tests are usually used to measure students' abilities in cognitive aspects, or their level of mastery of learning material. Test results are usually processed quantitatively. The process of conducting learning outcome tests is carried out after the discussion of a subject has ended, or after the completion of a quarter or semester. In terms of its function, tests conducted after the completion of a quarter or semester are called summative tests. This is because the results of these tests are used to assess student success in the learning process as material for filling out report cards. Meanwhile, tests conducted after the teaching and learning process or perhaps after completing a subject are called formative tests, because their function is not to assess student success but to provide feedback for improving the teaching and learning process carried out by teachers.

a) Test Criteria as an Evaluation Tool As a measuring tool in the evaluation process, tests must have two criteria, namely validity and reliability. A test as a measuring tool is said to have a level of validity if it can measure what it is intended to measure. For example, if a teacher wants to measure students' level of understanding of subject "A," then the test questions must contain items about "A," not questions containing "B." If a teacher wants to measure students' ability to operate a technological product, then the tool used is a test of skills in using that technological product. A test is not considered valid if it is intended to measure proficiency in operating something but uses a written test that measures understanding of a concept. A test has a level of reliability if it can produce consistent information. For example, if a test is given to a group of students and then given again to the same group of students at a different time, the results will be relatively the same. There are several techniques for determining the level of test reliability. First, by retesting, which is by correlating the results of the first test with the results of the second test. Second, by correlating the test results between odd and even items (odd-even method). Third, by dividing the test results into two parts, then correlating the two.

a) Types of Tests

Learning outcome tests can be divided into several types. Based on the number of participants, learning outcome tests can be divided into group tests and individual tests.

Group tests are tests conducted on a number of students together, while individual tests are tests conducted on a single student individually. In terms of how they are compiled, tests can also be divided into teacher-made tests and standardized tests. Teacher-made tests are compiled to produce information needed by the teacher concerned. For example, to gather information about the level of mastery of the subject matter taught to students, or to see the effectiveness of the learning process that has been implemented. Teacher-made tests usually do not pay too much attention to the level of validity and reliability. This is because teacher-made tests only cover limited material. Standardized tests are tests used to measure student ability so that based on the ability of these tests, standardized tests can predict student learning success in the future. Standardized tests are usually used for selection purposes, such as selecting new students, selecting employees, and so on. As a test that serves to measure ability, a standardized test must have a degree of validity and reliability through a series of trials, as well as a high level of difficulty and discriminating power. In terms of implementation, tests can be divided into written tests, oral tests, and performance tests. Written tests, often referred to as written exams, are tests in which students answer a number of questions in writing. There are two types of tests that fall under this category: essay tests and objective tests. Essay tests are tests in which students are asked to answer questions openly, i.e., by explaining or elaborating through sentences they compose themselves. Essay tests can assess students' mental processes, especially in terms of their ability to compose answers systematically, their ability to use other languages, and so on. Objective tests are tests that require students to choose from predetermined answers. Examples include true-false tests, multiple-choice tests, matching tests, and completion tests. Oral tests are tests that use spoken language. These tests are good for assessing students' reasoning skills. Through verbal language, assessors can gain an in-depth understanding of students' understanding of something being evaluated, not only their understanding of concepts, but also how they apply them and how they relate to other concepts. Assessors can even uncover information about students' opinions and views on something being evaluated. Oral tests can only be conducted when the number of students being evaluated is small, and when assessing something that is not too broad but rather in-depth. Performance tests are tests in the form of demonstrations. These tests are suitable when we want to find out a person's abilities and skills regarding something. An example is demonstrating how to use a tool, and so on.

2. Non-Test

Non-tests are evaluation tools that are usually used to assess behavioral aspects, including attitudes, interests, and motivation. There are several types of non-tests as evaluation tools, including interviews, observations, case studies, and assessment scales.

a) Observation

Observation is an assessment technique that involves observing behavior in certain situations. There are two types of observation: participatory and non-participatory. Participatory observation is observation conducted by placing the observer as part of the situation being observed. For example, when an observer wants to gather information about how students participate in a discussion, the observer is also part of the discussion while conducting the observation. Non-

participatory observation is observation conducted by the observer purely as an observer. This means that the observer does not actively participate in the activity, but acts solely as an observer. Therefore, one of the weaknesses of non-participatory observation is the high tendency for the subjects to behave artificially.

b) Interviews

An interview is a direct communication between the interviewee and the interviewer. There are two types of interviews, namely direct interviews and indirect interviews. A direct interview is when the interviewer communicates with the subject to be evaluated. Meanwhile, an indirect interview is conducted when the interviewer wants to collect data on the subject through an intermediary. For example, when you want to collect information about students' study habits, it is considered a direct interview if the interview is conducted with the students concerned; whereas when the interview is conducted with the parents of the students concerned, it is considered an indirect interview.

c) Case Study

Case studies are conducted to study individuals continuously over a certain period. For example, to study the attitudes and habits of certain students in learning English in class for one semester.

d) Rating Scale A rating scale is an assessment tool that uses a scale ranging from negative to positive, so that the assessor only needs to mark a check (V) on the scale.

CONCLUSIONS

Curriculum development is a complex and ongoing process that plays a strategic role in determining the quality of education. The curriculum cannot be viewed merely as an administrative document, but rather as an integrated and dynamic system that serves as the main reference in the planning, implementation, and evaluation of learning. Therefore, any changes and developments to the curriculum must be carried out in a planned and systematic manner, based on the needs of students, the demands of society, and developments in science and technology.

The objectives component of the curriculum serves as the main direction and foundation for curriculum development, which is structured hierarchically, starting from long-term objectives, institutional objectives, to operational learning objectives. These objectives must cover cognitive, affective, and psychomotor aspects so that student development can take place holistically and in a balanced manner. The content component of the curriculum serves as a means to achieve educational objectives through the development of relevant, continuous, and integrated learning materials and experiences, thereby supporting the optimal achievement of student competencies.

Furthermore, the learning strategy component is a determining factor in the successful implementation of the curriculum in the field. The right learning strategy enables an active, creative, effective, and meaningful learning process and encourages maximum student involvement. In this context, the role of teachers is no longer just as conveyors of material, but as facilitators, motivators, and mentors who are able to create a conducive learning environment in accordance with the characteristics of the students. Meanwhile, the evaluation component serves as a tool to assess the level of achievement of curriculum objectives as well as feedback for curriculum improvement and refinement. Continuous evaluation, both through tests and non-tests, enables appropriate decision-making regarding the effectiveness, relevance, and quality of curriculum implementation.

Thus, the success of curriculum development is largely determined by the integration and alignment of these curriculum components. Holistic, flexible, and quality-oriented curriculum development is expected to produce a relevant, adaptive, and competitive educational process, as well as contribute to the optimal realization of national education goals.

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