

THE ROLE OF TEACHERS IN CURRICULUM DEVELOPMENT**Devina Gita Aryanti^{*}, Mutiara Rahma Kharimah S., Muhammad Yahya Zakariya,
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Email: devinagita@gmail.com**Abstract**

This article discusses the strategic role of teachers in curriculum development as one of the main components of the education system. Teachers not only function as implementers, but also as developers, interpreters, and evaluators of the curriculum, playing an important role in bridging the objectives of the curriculum with the needs of students. In the planning, implementation, and evaluation processes, teachers are required to have professional competence, creativity, and the ability to adapt to developments in science, technology, and social dynamics. However, the implementation of these roles is often constrained by internal and external factors, such as a lack of teacher readiness, limited facilities, changes in education policy, and obstacles to technology integration. This article also highlights the importance of support from school principals, collaboration with stakeholders, and the provision of continuous training for teachers to improve the effectiveness of curriculum implementation. With the optimization of all supporting components, teachers can play a maximum role in creating a learning process that is relevant, adaptive, and meaningful for students so that they are able to improve the quality of education in a sustainable manner.

Keywords: The Role of Teachers, Curriculum Development, Curriculum Implementation, Professional Competence, Education

Introduction

The curriculum is one of the main components in the education system that serves as a guideline in the implementation of the teaching and learning process. Changes and developments in the curriculum cannot be separated from social, cultural, scientific, and technological dynamics. Therefore, the curriculum must always be adjusted to be relevant to the needs of the times and capable of producing a generation that is competent, has good character, and is ready to face global challenges.

In the context of curriculum development, teachers have a very strategic position. Teachers are not only implementers of the curriculum, but also act as developers, interpreters, and innovators who can adapt learning materials and strategies to the conditions of students and the learning environment. The active role of teachers in curriculum development will determine the success of curriculum implementation in schools.

However, it is still common to find that curriculum development is mostly carried out by designers at the central level, while teachers are limited to being implementers. This creates a gap between planning and reality in the field. Therefore, it is important to examine the extent of teachers' roles in curriculum development, both at the planning, implementation, and evaluation stages, so that a deeper understanding of teachers' contributions to the quality of education can be obtained.

Method

This article was written using a library research approach, examining various relevant literature sources on the role of teachers in curriculum development. These sources include books, scientific journals, research results, and policy documents related to curriculum. Data was collected through a process of identifying, selecting, and classifying literature, which was then analyzed to obtain a comprehensive overview of the concepts, roles, supporting factors, and obstacles faced by teachers in curriculum development. This approach enabled the author to gain a strong theoretical understanding and enrich the discussion with perspectives from various experts (Sugiyono, 2014).

Data analysis was conducted descriptively by grouping literature findings into several main themes, namely the role of teachers, stages of curriculum development, supporting and inhibiting factors, and strategies for optimizing the role of teachers in curriculum development. Each theme was analyzed using content analysis techniques to identify patterns, relationships, and implications for curriculum implementation in schools. The results of the analysis were then formulated into a systematic discussion so as to contribute to theoretical and practical understanding of education related to curriculum development.

Results

Teachers are the spearhead of educational success, directly involved in developing, monitoring, and implementing the curriculum so that learning can run smoothly and achieve the expected goals. Even though science is developing rapidly, this does not diminish the role of teachers. In fact, these technological advances will increase the workload and responsibilities of teachers. Therefore, teachers, as the main actors in education, are required to fulfill their obligations as professional educators and, of course, as curriculum developers. Teachers, as curriculum developers in schools, must be able to interpret, explain, and transform the values contained in the curriculum to students.

The curriculum is not only a concern for teachers and educational staff, but also for the wider community, because every change in the curriculum has a direct impact on the world of education and community life. For teachers, the curriculum serves as a guideline in the learning process, while for parents, the curriculum determines educational goals as well as the material that children must master. Curriculum development is the process of planning the curriculum to produce a broad and specific curriculum plan. Teachers can carry out several activities, namely planning, implementing, and evaluating the curriculum. (Fatoni et al., 2024).

Teachers and Curriculum Development

Harold B. Albery, in *Reorganizing The High School Curriculum*, states that the curriculum is not limited to subjects, but includes other activities inside and outside the classroom that are under the responsibility of the school. This opinion reinforces that the scope of curriculum study is broad, meaning that it is not limited to a collection of subjects taught in the classroom, but also includes activities outside the classroom that can be accounted for by both the school and teachers. Teachers and curriculum are important components in an education system. The success or failure of an education system is greatly influenced by these two factors. The certification of teaching staff and curriculum development that has recently been carried out are efforts to improve the education system through the two aspects above. (Hikami, 2024).

Teachers and curriculum are important elements in the education system, because its success or failure is greatly influenced by both. Educator certification and curriculum development currently being implemented are efforts to improve the quality of education through these two aspects. The responsibility for curriculum development lies not only with curriculum planners, but also with teachers in schools. Planners are required to make appropriate, rational, and systematic decisions

based on objective data and information regarding the applicable curriculum. Evaluation plays a crucial role in determining decisions related to the curriculum, as it reveals the strengths and weaknesses of curriculum implementation so that improvements can be made (Novelina et al., 2025).

According to Oemar Hamalik, curriculum development in schools has not been fully implemented as it should be. Rahmat Raharjo added that teachers tend to simply copy the syllabus prepared by the National Professional Standards Agency (BNSP), so that curriculum development is more administrative than contextual. This is influenced by the limited creativity of teachers, the lack of readiness of schools, and the lack of assistance from the relevant agencies. In fact, before being implemented, the curriculum should undergo thorough testing so that it can encourage learning that is relevant to the needs of schools and students. More intensive curriculum development efforts need to be combined with competency-based curricula. However, many teachers are still not ready to carry out curriculum development independently. They are still tied to old patterns and are afraid of making mistakes because they have been accustomed to a centralized learning system. This situation is exacerbated by the role of school principals who do not encourage teacher creativity, as well as the function of Islamic education supervisors who are supposed to be mentors and guides for teachers but do not yet have a deep understanding of curriculum issues (Nurhayati et al., 2022).

The results of a doctoral candidate's dissertation research show a positive relationship between teachers' abilities and creativity in developing curricula and the quality of teaching and learning outcomes assessment. Similarly, the ability to develop contextual curricula is closely related to teachers' success in implementing educational teaching. Therefore, it is essential to improve teachers' creativity and professionalism through various training programs. School principals are also expected to be able to address the fundamental issues faced by teachers and optimize school resources. Meanwhile, education policymakers need to continue to improve the professionalism of teachers, school principals, and related parties so that they become more critical, creative, visionary, and able to act as motivators and drivers of education.

The Role of Teachers in Curriculum Development

Teachers play a very important role in curriculum development, because without their involvement, the curriculum cannot be implemented. In the learning process, teachers function as facilitators, mediators, and messengers. Therefore, the quality and professionalism of teachers greatly determine the success of a curriculum. Oemar Hamalik emphasizes that teachers are the key to curriculum development because they play many strategic roles.

Some of the roles of teachers in curriculum development include:

1. Administrative managers, who manage the administration of the curriculum, students, personnel, facilities and infrastructure, and finances so that the educational process runs smoothly.
2. Providers of guidance and counseling services, which require an understanding of principles and technical skills in order to support educational goals.
3. Educational professionals, who not only teach but also act as communicators, motivators, learning tool developers, teaching system managers, and mentors in schools and communities.
4. Active participants in curriculum development, through involvement in teams or committees with other teachers and parents, especially in formulating operational policies and planning.
5. Enhancers of instructional success, relying on personality, knowledge, and expertise in creating active and creative learning.
6. Developers of needs-based curricula, adapting school curricula to developments in science, technology, and the interests of students and the community.
7. Developers of self-understanding, through reflection on personal strengths and weaknesses to improve professional quality.

8. Creator of harmonious relationships with students, with an attitude of respect, acceptance, and support for students to create a pleasant learning atmosphere that encourages creativity and fosters independence.

Thus, teachers are not only implementers but also curriculum developers who play a role in various aspects of education, including administrative, instructional, and social aspects (Fatmawati, n.d.).

1. Teachers and Curriculum Planning

Planning is the process of setting goals to be achieved and determining the methods, steps, and resources needed to achieve those goals effectively and efficiently. Ardimoviz emphasizes that planning is an intellectual process that requires the ability to think before acting, based on reality, not estimates, and carried out regularly. Hamalik views curriculum planning as a complex social process, as it involves various decisions at various levels. Meanwhile, Mulyasa explains that curriculum planning is the planning of learning opportunities to guide students towards desired behavioral changes and to evaluate the extent to which these changes occur. In other words, curriculum planning is a systematic process of setting learning objectives, designing strategies, and ensuring that these objectives are effective (Anwar et al., 2023).

In instructional planning, there are several important stages, namely as follows:

First, the formulation of learning objectives, which serve as guidelines for implementation and benchmarks for success. Bloom categorizes these objectives into three domains: cognitive, affective, and psychomotor. According to Taba, objectives must include elements of process and outcome, be specific, realistic, comprehensive, and expressed in terms of behavior.

Second, planning lesson materials, which involves determining what will be taught by systematically organizing the curriculum content. Nasution states that teaching materials can be organized based on subject matter, children's needs, or issues faced by the community.

Third, determining teaching methods, which are closely related to learning strategies. The selection of methods must consider the objectives, material, and characteristics of the students so that the learning process is effective.

Fourth, evaluation planning, which is the assessment of the learning process and outcomes. Sukmadinata emphasizes that evaluation is not only done through tests, but also through non-tests such as observation, analysis of results, questionnaires, and documentation studies. Evaluation can be carried out during or after the learning process to determine the level of achievement of objectives.

2. Teachers and Curriculum Implementation

At the school level, teachers play an important role in curriculum development. Sukmadinata emphasizes that the success of curriculum implementation depends heavily on the creativity, skill, sincerity, and perseverance of teachers. Therefore, teachers are required to have adequate skills in implementing the curriculum, especially in the classroom. In this case, teachers play a role in translating, elaborating, and conveying the values of the curriculum to students. According to Sanusi, the teacher's job is not only limited to transferring knowledge but also helping students learn to think comprehensively and deeply to achieve meaningful understanding.

The implementation of the teacher's role is not only evident in the teaching process in the classroom but also through other activities such as tutoring. This is in line with the contents of the 1994 book *Landasan, Program, dan Pengembangan Kurikulum 1994 Pendidikan Dasar* (Foundations, Programs, and Curriculum Development 1994 Basic Education), which states that teaching includes teaching and learning activities as well as tutoring. After developing a lesson plan, teachers are obliged to carry out the teaching and learning process. According to Sudjana, teaching steps are the ways in which teachers carry out learning and develop student activities in accordance with the

material being studied. This process includes several stages: the initial stage to prepare the learning conditions, the teaching stage to deliver the material, and the assessment and follow-up stage to determine the success of learning.

3. Teachers and Curriculum Evaluation

The implementation of the curriculum by teachers requires assessment or evaluation to identify weaknesses and shortcomings. The results of this evaluation serve as important input for the improvement and refinement of the applicable curriculum. As curriculum developers in schools, teachers should conduct continuous and comprehensive evaluations. This assessment covers various aspects, ranging from the curriculum as an idea, plan, process, to results; it also covers learning objectives, teaching materials, teacher quality, student quality, and supporting facilities and infrastructure.

Curriculum assessment methods and techniques can be tailored to the objectives and functions of the evaluation. For quantitative aspects, such as student learning outcomes, standardized tests can be used. Meanwhile, qualitative aspects can be evaluated through observation, interviews, or other relevant techniques.

Factors that Support and Hinder the Role of Teachers in Curriculum Development

1. Factors that Support the Role of Teachers in Curriculum Development

a. Principal Leadership

The principal is the driving force behind the resources available at the school. Therefore, the principal is required to be independent and professional. The following is a description of a professional principal.

First, they welcome change. A principal must be eager to see and implement changes that lead to better conditions. This is done for the advancement of the school under their responsibility. Therefore, a principal must strive to improve the school's performance from its previous state.

Second, be proactive and enjoy creating opportunities. Whether or not opportunities exist depends on one's perspective. To teachers, the principal sets an example in being proactive and avoiding procrastination

in resolving problems, let alone allowing a problem to pass by, because it will become a big issue and have a negative impact on the integrity of the teaching and learning process at school.

Third, have good communication skills and be careful when making statements. The principal must also think carefully before making statements so as not to cause unrest and to maintain a conducive atmosphere at school.

Fourth, respect the teaching profession. The principal is a teacher who has been given the additional task of being the principal, so he or she must have a good teaching spirit and understand all members of the school community well and treat them with dignity and respect. All of his or her policies will ultimately aim to make teachers feel at home and create a conducive school climate and positive working atmosphere.

Fifth, prioritize the learning process. Learning refers to concentrating on established school programs such as learning activities, improving graduate quality, further studies for alumni, extracurricular activities such as scientific, spiritual, sports, arts, and so on. A good school is one that can implement programs in accordance with the type and character of the school.

Sixth, respect the backgrounds of the families who entrust their children to the school he leads. The principal is a reflection of how the school respects people who are different. Every individual has the same opportunity to change for the better.

b. Teachers

Teachers are the most important factor in implementing the curriculum because, fundamentally, teachers are the main spearhead in the learning process. In this case, a teacher must have competence and creativity so that they are able to carry out the learning process optimally. The professional competencies that a teacher must have are cognitive, affective, and psychomotor competencies. Thus, teachers are able to play the role of motivators, inspirers, initiators, facilitators, evaluators, and various other roles that encourage the successful implementation of this curriculum.

Teacher competency is the ability of a teacher to carry out their duties responsibly and appropriately. Teacher competency is related to professionalism, namely that a professional teacher is a competent teacher. Therefore, professional competency can be defined as the ability and authority of teachers to carry out their teaching profession with a high level of skill. In other words, competency is the possession, mastery, skill, and ability required by a person's position.

Therefore, teacher professional competency is a must in realizing a knowledge-based school, namely knowledge about understanding and learning, curriculum, and human development, including learning styles. In general, schools that have teachers with professional competency will implement learning by doing, to replace the teaching method where teachers only talk and students only listen.

c. Student Activities

Students are the main element in the learning process. The success of learning is measured by whether or not there is improvement or development in the mental, intellectual, attitudinal, and skill aspects of students.

Improvements in these various aspects are greatly influenced by the initial condition of the students before entering the learning process and their condition while participating in the learning process. The background of their previous educational environment greatly influences students in continuing their education or further learning. A child who has received a democratic, active, creative, innovative, and enjoyable learning process at their previous educational institution will be better prepared to participate in the learning process actively and creatively, which greatly influences the success of learning.

d. Learning Facilities and Resources

Learning facilities and resources greatly support the successful implementation of the curriculum. Therefore, learning facilities and resources must be adequately available in order to meet the needs of the learning process.

These facilities and learning resources include adequate learning spaces and equipment such as tables, chairs, LCD projectors, and so on. In addition, learning resources such as primary source books and other supporting books must be available in sufficient quantities and constantly updated to suit the needs of students.

Some common problems that often occur are the lack of learning resources in most schools or delays in procuring learning resources, which can hinder the learning process. Therefore, every school should strive to have a representative school library for the needs of the school community, especially the students. In addition, laboratories are very important for improving students' skills in practicing the theories they have learned. Practical equipment should be available in sufficient quantities in every school laboratory so that all students have the opportunity to conduct in-depth practical work.

e. School Committee

The school committee plays a significant role in developing the school. In its function as a partner of the school, the school committee not only works with the school to prepare the budget and school activities, find solutions to problems faced by the school, especially those related to the procurement of funds for physical buildings, but more than that, the school committee also represents all committee members who strive to fulfill the wishes of parents so that the school provides educational services that are in line with the wishes and expectations of parents and students.

If all of the above components can work synergistically, then we are confident that the implementation of the curriculum can be carried out properly and the objectives of the curriculum change can be achieved as expected, namely an improvement in the quality of national education that will lead the Indonesian people towards the success of National Development. For this reason, as educators, we are required to always be optimistic, proactive, and work together in overseeing the implementation of the curriculum so that its objectives can be achieved (Munthe, 2020).

1. Factors that Hinder Teachers' Role in Curriculum Development

a. Teacher Readiness

One of the challenges in implementing the Curriculum at the elementary school level is the lack of understanding and preparation among teachers. Teachers need comprehensive knowledge of the Curriculum, including concepts, teaching methods, and learning outcome assessment. In addition, the implementation of the curriculum in elementary schools can be hampered if teachers are not equipped with adequate resources. With the limited number of seminars discussing the learning curriculum, especially at the elementary school level, and the lack of skills in information technology, there are still teachers who use repetitive teaching methods or strategies. All of this shows that teachers are not yet fully prepared for the new curriculum.

b. Educational Facilities and Infrastructure

The introduction of a new curriculum requires adequate facilities and infrastructure. These facilities and infrastructure are important factors in the effective implementation of the new curriculum. These facilities not only assist in the delivery of subject matter, but also provide opportunities for students to experience richer learning and connect with global learning resources. The distribution of facilities and supporting resources such as information and communication technology is not yet evenly spread throughout Indonesia. This inequality can lead to differences in the quality of education between urban and rural or remote areas. Schools in urban areas usually have better access to technology and resources than schools in rural or remote locations.

This inequality can be a serious obstacle to the implementation of the new curriculum, because without good infrastructure support, students and teachers may have difficulty accessing and teaching the subject matter. Information and communication technology, such as the internet and digital devices, is essential for providing access to online learning resources, interactive learning platforms, and various other educational resources that can enrich the learning experience for students. In addition, teachers also need training on technology so that they can utilize it in the learning process. Without sufficient training, teachers may find it difficult to integrate technology into their teaching, thereby reducing the effectiveness of the new curriculum.

To overcome this problem, it is important for the government and stakeholders to invest in the development of educational infrastructure and training for teachers. This may include the construction of internet networks in remote areas, the provision of digital devices in schools, and training programs for teachers on how to utilize technology in teaching.

c. Changes in the Learning Paradigm

The concept of learning in the 21st century is related to developments in teaching methods that prioritize character, literacy, skills, and technology. One of these is the Merdeka Curriculum, which aims to create a new paradigm that is in line with real life, unlike previous versions. This curriculum emphasizes the development of students' character and competencies, with teachers playing an important role in managing the learning process to make it more effective, structured, and motivating.

The Merdeka Curriculum is a new educational approach in Indonesia that emphasizes the importance of 21st-century skills such as critical thinking, creativity, collaboration, communication, and digital literacy. This approach focuses on students, integrates 21st-century skills, and involves the community in the teaching and learning process. The goal is to make learning more interesting and relevant, as well as to gain support and understanding from parents and the community. Thus, learning methods become more flexible, tailored to student needs, and more interesting and relevant in facing challenges in education.

d. Assessment and Evaluation

In the new curriculum, assessment emphasizes the development of critical and creative thinking, which requires different evaluation methods from traditional ones. Presenting an objective and comprehensive assessment system to evaluate these abilities is a unique challenge. Assessment tools need to be designed in a way that can evaluate students' abilities comprehensively. This is similar to the Merdeka Curriculum, which focuses on improving learning outcomes in accordance with each student's potential. Therefore, the learning design must be tailored to the needs of each student. This assessment can be carried out at the beginning or end of the learning process. To identify student needs in the Merdeka Curriculum, an initial learning evaluation is conducted.

e. Collaboration with Stakeholders

If stakeholders are involved in curriculum development, the curriculum content will be more relevant. The curriculum will better reflect the current needs of students and integrate the latest developments in various fields by involving various perspectives. In addition, stakeholder participation can influence the creation of a sense of shared ownership. Students will have more opportunities to contribute to decision-making regarding learning. On the other hand, teachers also share responsibility for creating education. Through the involvement of all parties in the world of education, the curriculum can adapt to technological developments, new trends, and social changes that affect educational needs.

f. Changes in Education Policy

Frequent changes in education policy can be a major challenge in curriculum development. These changes often require time-consuming and resource-intensive curriculum revisions.

g. Dynamics of Social and Technological Change

One of the biggest challenges in curriculum development is adapting to the rapid changes of the times (Fadila et al., 2025).

Strategies for Optimizing the Role of Teachers in Curriculum Development

1. Implementer

As implementers, teachers play a role in applying the existing curriculum. Here, teachers only receive various curriculum formulation policies. Teachers do not have the opportunity to determine the content of the curriculum or set curriculum targets. The role of teachers is limited to implementing the curriculum that has been developed. This role was once carried out in Indonesia before the reform, namely teachers as implementers of centrally developed curriculum policies, as outlined in the Teaching Program Outline (GBPP). In the matrix-shaped GBPP, everything from the objectives to be achieved, the subject matter to be delivered, the methods to be used, to the allocation of implementation time had been determined. In curriculum development, teachers were considered technical personnel who were only responsible for implementing existing regulations. The curriculum was uniform, so that what teachers did in eastern Indonesia was the same as what teachers did in western Indonesia. With the limited role of teachers here, their creativity and innovation in designing learning did not develop. Teachers have no motivation to make various improvements. They consider teaching to be a routine and daily task, rather than a professional task.

2. Adapter

In this role, teachers have a role that goes beyond simply implementing the curriculum; they are also responsible for aligning the curriculum with the characteristics and needs of students and the region. Teachers are given the authority to adjust the curriculum to the needs of the region or the characteristics of the school. In the Education Unit Level Curriculum (KTSP) currently being developed in Indonesia, there is a role for teachers in this phase, namely that curriculum designers only determine content standards as minimum standards that must be achieved, while the implementation, timing, and other technical matters are determined by teachers. Thus, the role of teachers as adapters is broader than their role as implementers.

3. Developer

At this level, teachers act as curriculum developers and have the authority to design a curriculum. Teachers can not only determine the objectives and content of the lessons to be delivered, but can even determine what strategies should be developed and what evaluation system to use. As curriculum developers, teachers can fully develop a curriculum in accordance with the characteristics, mission, and vision of the school/madrasah, as well as in accordance with the learning experiences required by students. In KTSP, this role can be seen in the development of local content curricula. The development of local content curricula is entirely left to each educational unit, which is why the curricula developed may differ from one institution to another. Curricula are developed in accordance with the characteristics and needs of each educational unit.

4. Researcher

The final phase is the role of teachers as curriculum researchers. This role is carried out as part of the professional duties of teachers who are responsible for improving their performance as teachers. In this role, teachers are responsible for testing various components of the curriculum, such as testing curriculum materials, testing the effectiveness of programs, strategies, and learning models, including collecting data on the success of students in achieving curriculum targets. One of the recommended methods in research is the Classroom Action Research (CAR) method, which is a research method that starts from the problems faced by teachers in implementing the curriculum. Through CAR, teachers take the initiative to conduct research while implementing actions to solve the problems they face. Thus, CAR is a method that not only broadens teachers' knowledge and increases their professionalism, but also continuously improves their performance quality (Sogen et al., 2025).

Conclusion

Teachers play a very strategic role in curriculum development because they are directly involved in the learning process and understand the needs of students and the actual conditions in schools. This article emphasizes that teachers are not only implementers, but also interpreters, developers, and evaluators of the curriculum. Teacher involvement includes planning, implementation, and evaluation of the curriculum, which requires creativity, professionalism, and strong pedagogical competence. The quality of curriculum implementation is largely determined by the ability of teachers to translate curriculum objectives into meaningful learning experiences.

However, the role of teachers in curriculum development is not without challenges. Obstacles such as low teacher readiness, limited facilities and infrastructure, policy changes, and a lack of understanding of modern learning paradigms are factors that can reduce the effectiveness of curriculum implementation. Therefore, optimizing the role of teachers needs to be done through strengthening competencies, support from school principals, adequate facilities, and collaboration with various parties. With the synergy of all components of education, curriculum development can run more effectively and have an impact on improving the overall quality of education.

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