

ANALYSIS OF CURRICULUM DEVELOPMENT COMPONENTS IN IMPROVING THE QUALITY OF LEARNING

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Abstract

The quality of learning in schools is greatly influenced by how the curriculum is developed and integrated into the educational process. The components of the curriculum, namely objectives, content, learning strategies, and evaluation, play an important role in determining the direction and quality of learning. This study aims to analyze the integration of these four components and their contribution to improving the quality of learning. The research method used was library research through the analysis of various books, scientific articles, and relevant research results. The results of the study show that the quality of learning increases significantly when the objectives are clearly formulated, the material is organized according to the needs of the students, the learning strategies are selected appropriately and varied, and the evaluation is carried out continuously. The conclusion of this study confirms that the development of a structured, comprehensive curriculum with integrated components can create a more effective and innovative learning process that is oriented towards improving student competence.

Keywords: Curriculum Development, Curriculum Components, Learning Quality, Educational, Evaluation

Introduction

The curriculum is a key component of the education system that serves as a guideline in determining the direction, process, and objectives of learning. The success of learning is not only determined by the ability of teachers to teach, but also by how the curriculum is developed and implemented comprehensively. In the current state of education, demands for quality learning are increasing in line with changes in student needs, technological developments, and social dynamics. Therefore, curriculum development is an important process that must be carried out systematically and continuously.

Curriculum development basically covers four main components, namely objectives, content or learning materials, strategies or learning methods, and evaluation. These four components cannot stand alone, because each is interrelated in creating an effective learning process. Learning objectives provide direction, curriculum content forms the basis of the material to be studied, learning strategies determine how the material is delivered, while evaluation serves to measure the achievement of objectives. Imbalances or inconsistencies between these components are often the cause of low quality learning in schools.

In various educational units, challenges remain in optimally integrating the components of curriculum development. Learning objectives are sometimes not specifically formulated, the material is not relevant to the needs of students, learning strategies lack variety, and evaluation is not carried out comprehensively. These conditions result in low student engagement and low learning

achievement. Therefore, analysis of the components of curriculum development is important to ensure that the learning process is more focused, effective, and in line with modern learning principles.

Method

This study uses library research methods, focusing the analysis on various relevant academic sources, such as curriculum textbooks, national and international journal articles, research reports, and education policy documents. This method was chosen because the study aims to analyze concepts, theories, and previous findings related to curriculum development components and their relationship to learning quality.

Data collection was conducted through a literature search published in the last five to ten years to ensure the relevance and currency of the information. Each source was analyzed using content analysis techniques, namely identifying, grouping, and interpreting the main ideas related to the research objectives. The analysis was conducted by reviewing the four main components of the curriculum, namely objectives, content, learning strategies, and evaluation, to see how their integration contributes to improving the quality of learning.

The validity of the data was maintained through source triangulation by comparing various literature with different perspectives. The results of the analysis were then compiled systematically to provide a theoretical understanding and findings in line with the research objectives.

Results

The Role of Objectives in Improving Learning Quality

Learning objectives are the main foundation in curriculum development. Literature review results show that clearly formulated, specific, and measurable objectives are determining factors for learning success. According to research (Putrianingsih et al. 2021) The lack of operational objectives made it difficult for teachers to determine learning strategies and indicators of student learning achievement. This is in line with the findings (Nadlir et al. 2024) which states that competency-oriented goal formulation helps teachers develop learning activities that are more focused and relevant to the needs of students.

Research (Aisyah Wardatun Nisa and Eka Titi Andaryani 2023) also shows that learning objectives that are aligned with the Pancasila Student Profile make learning activities more meaningful and student-centered. Thus, the findings of various studies reinforce that well-formulated objectives provide clear direction and increase the effectiveness of the learning process.

Relevance of Curriculum Content to Learning Quality

Learning content or material is a component that determines what students should learn. Studies show that up-to-date, contextual, and needs-based material can increase interest and learning quality. Research by (Wati et al. 2025) found that material that is not relevant to current developments leads to low student engagement.

Research (Rahayu et al. 2023) emphasizes that the alignment of curriculum content with student characteristics and 21st-century competency requirements encourages more critical and creative learning. On the other hand, (Pangestu et al., n.d.) shows that updating the material in the Merdeka Curriculum helps teachers provide more meaningful learning experiences through differentiation. These findings confirm that the quality of learning will improve when the curriculum content is relevant, adaptive, and competency-based.

Learning Strategies as the Main Driver of Learning Quality

Learning strategies or methods determine how material is delivered to students. The results of the literature synthesis show that strategies that are varied, innovative, and activity-based are more capable of improving the quality of the learning process. According to (Nizan et al. 2023) The success of learning is largely determined by the teacher's ability to choose strategies that are appropriate to the objectives and characteristics of the students.

Research (Fransiska et al., n.d.) found that collaborative and project-based learning models have been proven to improve students' understanding and social skills. This is reinforced by findings (Setiaryni 2023) which shows that active learning strategies encourage students to be more involved in the learning process. In addition, (Iskandar et al., n.d.) states that teachers who are able to apply a variety of learning methods in accordance with the principles of the Merdeka Curriculum significantly increase student motivation and learning outcomes. Thus, learning strategies play a central role in connecting the objectives and content of the curriculum with student learning experiences.

The Role of Evaluation in Measuring and Improving Learning Quality

Learning evaluation not only measures student achievement but also serves as a tool for assessing curriculum effectiveness. A review of the literature shows that comprehensive and continuous evaluation supports the improvement of the learning process. According to (Fajrina et al., n.d.) evaluations that focus solely on cognitive aspects are unable to describe learning outcomes comprehensively.

Research (Iskandar and Rasmitadila 2024) shows that authentic assessment helps teachers see students' real abilities in the context of life. The latest findings from (Ramasari et al. 2024) reveals that the routine use of formative assessment makes learning more adaptive because teachers can improve their strategies during the learning process. Therefore, evaluation is an important component that determines how the quality of learning can be continuously improved based on student achievement data.

Curriculum Component Integration as the Key to Improving Learning Quality

The results of the analysis show that curriculum components must be viewed as a unified system. Learning quality will improve if the objectives, materials, strategies, and evaluation are designed in harmony. Research (Ibrahim, n.d.) states that the integration of curriculum components has a strong positive correlation with learning effectiveness.

Recent research by (Hasanah and Siahaan 2025) shows that integrated learning programs have a significant impact on students' critical thinking skills. Meanwhile, (Mubarok et al. 2024) found that integrating the curriculum with the principles of differentiated learning in the Merdeka Curriculum improves student motivation and academic achievement.

The novelty of this study lies in its emphasis that improving the quality of learning does not depend on a single component, but on the synergy and consistency of all four components simultaneously. The results of the literature synthesis clearly show that the more integrated the curriculum is, the higher the quality of learning that is produced.

Conclusion

Based on the discussion, it can be concluded that the quality of learning is greatly influenced by how the curriculum development components are designed and integrated comprehensively. The components of objectives, content, learning strategies, and evaluation cannot be separated because each has an important contribution in shaping the direction and effectiveness of the learning process. When objectives are clearly formulated, materials are organized in a relevant manner, learning strategies are selected in a varied manner, and evaluation is carried out continuously, the learning process becomes more meaningful and student-centered.

The results of the study show that many learning quality issues arise due to a lack of synchronization between curriculum components, such as objectives that are not in line with content, methods that do not support student needs, or evaluations that do not reflect competency achievements. Good integration between these components has been proven to increase student engagement, the effectiveness of the learning process, and the achievement of final competencies.

This study emphasizes that curriculum development needs to be carried out systematically, comprehensively, and oriented towards modern learning needs. The curriculum should not only be understood as a document, but as a living system that must be continuously updated in line with the times. Therefore, teachers, schools, and curriculum developers need to work together to ensure that each component of the curriculum is implemented harmoniously in the classroom.

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