



Curriculum Development Models

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi konsep pengembangan kurikulum di sekolah. Penelitian ini, kadang-kadang disebut sebagai jenis penelitian kepustakaan atau library research, melibatkan penelitian atau perolehan bahan-bahan dari berbagai sumber seperti majalah, buku, artikel, dan lain-lain yang relevan dengan masalah yang akan dipecahkan. Luaran dari penelitian ini adalah pengembangan kurikulum, yaitu proses perencanaan dan perancangan kurikulum oleh pengembang kurikulum, dan kegiatan yang dilakukan sehingga menjadi bahan ajar dan bahan acuan untuk mencapai tujuan pendidikan nasional. Dalam merancang kurikulum, guru dapat memilih dari beberapa model antara lain: Model Administratif, Model pendekatan Grass Roots, Model Demonstrasi, Model Beauchamp, Model Roger's, Model Pemecahan Masalah, dan Taba's Inverted Model. pengembangan kurikulum meliputi perencanaan kurikulum, pengorganisasian kurikulum, penyusunan staf dan kontrol kurikulum. Implementasi kurikulum yang sukses, dihasilkan dari perencanaan hati-hati dan memperhatikan dua hal penting yaitu mengkomunikasikan rencana implementasi dan adanya dukungan semua sumber daya dalam implementasi tersebut.

Kata Kunci: Model, Pengembangan, Kurikulum

Abstract

This study aims to explore the concept of curriculum development in schools. This research, sometimes referred to as a type of library research, involves research or obtaining materials from various sources such as magazines, books, articles, and others that are relevant to the problem to be solved. The output of this research is curriculum development, namely the process of curriculum planning and design by curriculum developers, and the activities carried out so that it becomes teaching materials and reference materials to achieve national education goals. In designing the curriculum, teachers can choose from several models including: Administrative Model, Grass Roots Approach Model, Demonstration Model, Beauchamp Model, Roger's Model, Problem Solving Model, and Taba's Inverted Model. curriculum development includes curriculum planning, curriculum organization, staffing and curriculum control. Successful curriculum implementation results from careful planning and attention to two important things, namely communicating the implementation plan and the support of all resources in the implementation.

Keywords: Model, Development, Curriculum

Introduction

Education is a very basic need for humans as well as eating and drinking. If eating and drinking are able to make a human grow, develop and even survive physically, then education (science) is able to maintain his spiritual health and can lead him to a peak consciousness, namely as a perfect, dignified, civilized and noble creature, or with In other words, education can inspire people to understand the function of their lives on this earth, namely as caliphs (Firdaus & Erihadiana, 2022). The importance of education for human life is an absolute necessity that must be fulfilled throughout life. Without education, it is impossible for a group of people to live and develop according to their ideals (aspirations to progress, prosper and be happy according to their conception of life; theoretical and practical views which are always different according to norms). Absolutely impossible. Law Number 20 of 2003 concerning the National Education System states that the purpose of education is "to increase the potential of students to become human beings who have faith and piety, have noble character, are healthy, knowledgeable, and capable.

This is in line with curriculum development which is carried out by taking into account national education standards to achieve national education goals, and is available at all levels and levels of education, depending on educational units, regional potential and students. developed according to the principle of diversification. Curriculum development must be based on various thoughts that influence curriculum development, such as moral, religious, political, cultural, and social values, values, development process, student needs, social needs, and orientation, cannot be separated from factors. educational programs (M. R. Ramadhan et al., 2023)

One aspect that influences the success of national education is the curriculum. The curriculum is one element that plays a strategic role in the education system. The curriculum plays an important role in making

quality / quality schools. Curriculum development can be interpreted as a form of curriculum planning and preparation process carried out by curriculum developers so that the resulting curriculum is learning material and reference material used to achieve educational goals (Almu'tasim, 2018).

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The objectives of the curriculum development model must also consider institutional goals (institutional/unit goals), instructional goals (discipline goals), and instructional goals (learning goals). All must be considered when designing the curriculum (Bahri, 2017). This will be something to consider when creating a curriculum. This is because curriculum is a curriculum planning process that aims to create broad and specific curriculum plans. This process involves selecting and organizing various elements of the teaching and learning context, including establishing a curriculum development schedule and specification of goals, subjects, activities, resources, and proposed measurement tools for curriculum development (Dhani, 2020)). Therefore the curriculum requires a curriculum development model. Curriculum development models are alternative procedures or methods used to develop, implement, and evaluate curricula. Therefore, the curriculum development model must be able to describe the process of a learning planning system that can meet various needs and learning success criteria in order to achieve educational goals

so that education can function properly (Y. Ramadhan, 2019)

The curriculum development model is an alternative procedure or method used to design, implement, and evaluate a curriculum. Therefore, the curriculum development model must be able to describe the process of a learning planning system that can meet various needs and learning success criteria in order to achieve educational goals so that education can function properly (Y. Ramadhan, 2019). Experts speculate about the curriculum development model. One expert's point of view may be different from other experts. Some see it from a content standpoint, some see it from an operational standpoint. A number of experts have developed a curriculum model for the process of using the curriculum. Therefore, this article discusses the concept of curriculum development in detail.

Methods

This research is referred to as a type of library research, or library research, involving research or obtaining materials from various sources such as magazines, books, articles, and others that are relevant to the problem to be solved. Activities are carried out systematically to collect, process and conclude data using certain methods/techniques to find answers to problems that arise (Sari, undated, 43). The data collection technique used in this research is through relevant journals and books. The data analysis used is content analysis. The data collection method used is documentation by looking for data related to matters and variables in the form of notes, books, essays and articles, journals and other materials (Sugiyono, 2017).

Results and Discussion

Definition of curriculum development

In Arabic, the word curriculum can be expressed by *manhaj* which means the path traversed by humans in various fields of life. Meanwhile, the educational curriculum (*manhaj al-dirasah*) in the *Tarbiyah* dictionary is a set of plans and media that are

used as a reference by educational institutions in realizing educational goals (Ramayulis, 2008, p. 150)

Curriculum is a teaching design or a number of subjects arranged systematically to complete a program to obtain a diploma (Ramayulis, 2008, p. 150). Curriculum development is the process of planning and compiling curriculum by curriculum developers and activities carried out so that the resulting curriculum can become teaching materials and references used to achieve national education goals (Suparlan, 2011).

According to the Indonesian Language Dictionary (KBBI) approach is a process, method or way to achieve something. Associated with curriculum development has a meaning as a process, method or method taken by curriculum developers to produce a curriculum that will be used as a guide for education or learning. The 'model' is a pattern, example, reference, variety of something to be produced. Associated with the curriculum development model means it is a pattern, an example of a form of curriculum that will become a reference for the implementation of education or learning. If the approach or model above is related to Curriculum Development then curriculum development is a "general procedure in designing, implementing, and evaluating a curriculum".

In developing the curriculum, many parties must participate, including education administrators, education experts, experts in the curriculum, experts in the field of science, teachers and parents, and community leaders. From these parties who are continuously involved in curriculum development so that it goes according to plan (Sukmadinata, 2007, p. 155).

So, curriculum development does not only involve teachers as educators, but all interested stakeholders. Thus, the planning carried out will provide clear guidelines in its implementation and ultimately produce products in the form of the desired output and student outcomes.

Principles of Curriculum Development

Fred Percival and Henry Ellington (1984) argued that curriculum development is the development of the process of planning, validating, implementing, and evaluating curriculum (Hamalik, 2013, p. 194). So that in the curriculum development process at least it must be based on the following principles, namely:

1. The Principles of Improving Faith and Piety, Noble Character, and Cultural Values. Beliefs and values held by society influence the attitude and meaning of life. Faith and piety, noble character and cultural values need to be explored, understood, and practiced by students in everyday life (Muhaimin & Dkk, 2005, p. 61).
2. Centered on Potential, Development, Needs and interests of Learners and Environmental demands. This is intended so that students become human beings who believe and fear God Almighty, have good morals, are healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic and responsible (Muhaimin & Dkk, 2008).
3. The Principle of Balance between Ethics, Logic, Aesthetics and Kinesthetics. The curriculum should pay attention to students so that they are able to maintain a balance in learning processes and experiences which include ethics, aesthetic logic, and kinesthetics, so that students will become someone who is respectable, intelligent, rational, and superior (Zaini, 2009, p. 112).
4. Principles of Strengthening National Integrity. This principle is intended to instill awareness that Indonesia is a plural country, but that diversity should not create divisions, because even though they are different, they are still one (Unity in Diversity).
5. Principles of Knowledge and Information Technology. The curriculum was developed on the basis of the awareness that science and technology continue to develop, so that

the curriculum encourages students to be able to follow and make proper use of science and technology so that students have the ability to think and learn well.

6. Principles of Life Skills Development. This principle develops 4 skills that must be possessed by every student according to the needs of the surrounding environment, namely personal skills, thinking skills, academic skills, and vocational skills. With these skills, after the students graduate from school, they can maintain their lives according to each individual's choice.
7. Principles of Education Pillars. There are four pillars of education which are used as the principles of curriculum development in madrasas, namely: learning to know (learning to understand), learning to do (ability to do), learning to be (learning to be oneself), and learning to live together (learning to live together).
8. Principle of Continuity (continuous). The curriculum is arranged continuously, meaning that the sections, aspects, materials and study materials are arranged sequentially. Therefore, learning experiences are provided the curriculum must pay attention to continuity (between classes, between levels of education, between levels of education and types of work) (Hamalik, 2001, p. 31).
9. Lifelong Learning Principles. The curriculum in madrasas is directed to the development, culture and empowerment of students that lasts a lifetime. The curriculum reflects the interrelationship of elements of formal, informal and non-formal education by taking into account the ever-evolving environmental conditions and demands (Mulyasa, 2009, p. 153).

In addition to some of the specific principles above, there are also some general principles in curriculum development. First, namely the principle of relevance, both

relevant outside and within the curriculum itself. This means that the curriculum should be in accordance with the components of the curriculum in it, both in terms of objectives, content, process and assessment, besides that it should also be relevant to the demands, needs and developments of society. Second, namely the principle of flexibility, where the curriculum can be used for all children who have different backgrounds and abilities. Third, namely the principle of continuity, meaning that the curriculum should be continuous between one class level, with other classes, between one level of education and another level of education. Fourth, namely practical principles, which lead to efficiency. Because no matter how good and ideal a curriculum is, if it demands very special and expensive skills and equipment, the curriculum is impractical and difficult to implement. Fifth, namely the principle of effectiveness, although the curriculum must be cheap, simple and easy, its success must still be considered.

Curriculum Development Foundation

Apart from the nine principles above, in the curriculum development process, there are several foundations that must be considered and considered by curriculum developers when they want to develop or plan a curriculum for educational institutions. (Hamalik, 2013, p. 57) These foundations include:

1. Religious Foundation. In developing the curriculum, it should be based on Pancasila, especially the precept to one "Belief in One Almighty God". In Indonesia, it is stated that belief in and devotion to God Almighty is in accordance with the religion and beliefs of each individual. In life, an attitude of mutual respect and cooperation is developed between adherents of religions and adherents of different beliefs, so that a harmonious and peaceful life can be fostered.
2. Philosophical Foundation. Philosophy of education is influenced by two main things, namely the ideals of society and the needs of students who live in

society. Philosophy is love of wisdom (love of wisdom). In order for a person to act wisely, he must be knowledgeable, this knowledge is obtained through a systematic, logical and in-depth thinking process. Philosophy is seen as the mother of all sciences because philosophy encompasses all human knowledge, namely metaphysics, epistemology, axiology, ethics, aesthetics, and logic.

3. The Foundation of Learning Psychology. The learning curriculum presents several learning theories, each of which examines the mental and intellectual processes of the act of learning. The developed curriculum should be aligned with the learning process carried out by students so that the learning process is well-directed and precise.
4. Socio-cultural Foundation. Socio-cultural values in society originate from the works of the human mind, so that in receiving, disseminating and preserving them humans use their minds. Every society has customs, rules, and ideals that it wants to achieve and develop. With the existence of a curriculum in madrasas, it is hoped that education can pay attention to and respond to these things.
5. The Foundation for the Development of Science and Technology. Education is an effort to prepare students to face an environment that is experiencing rapid changes and continues to grow. So that with the provision of science and technology, after graduating students are expected to be able to adapt well to their environment.

Curriculum Development Model

Many models can be used in curriculum development. The selection of a curriculum development model is not only based on its advantages and merits as well as the possibility of achieving optimal results, but also needs to be adapted to the education system and education management system

adopted and which educational concept model is used. The curriculum development model in the education and management system is centralized in nature, different from decentralization (Rouf et al., 2020) Likewise, the curriculum which is an academic subject will be different from the curriculum of humanistic, technological and social reconstruction.

Next, we will discuss seven types of curriculum development models, namely Administrative Models, Grass Roots Approach Models, Demonstration Models, Beauchamp Models, Roger's Models, Problem Solving Models, and Taba's Inverted Models.

Administrative Model

There are several terms used for the development of the Administrative model curriculum, including: top down approach and line staff procedure. All of them have the same meaning, namely an approach or curriculum development procedure carried out by a team or top level officials as the policy owner. Curriculum development is carried out from top to bottom, meaning that the government as the policy holder prepares a separate curriculum development team, while the education teachers just operate it in learning.

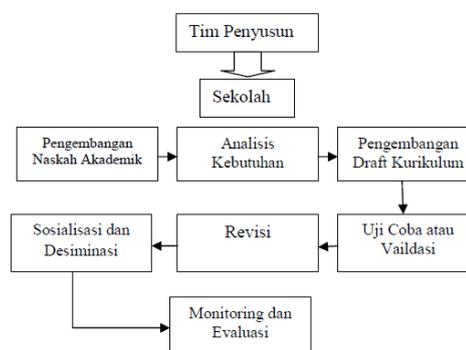
According to (Dakir, 2010) technically operational curriculum development of this administrative model is as follows:

1. The curriculum development team began to develop general concepts, foundations, references and strategies for academic texts.
2. Needs analysis.
3. Operationally began to formulate a comprehensive curriculum.
4. The curriculum that has been completed is then tested for validation by carrying out more careful trials and assessments by a team of expert directors.
5. Revision based on input obtained.
6. Socialization and dissemination.
7. Monitoring and evaluation

More clearly the stages of curriculum development mentioned above can be described in the chart as follows:

The Grass Roots Approach Model

Approach *Grass roots* is the opposite of



the administrative approach. Approach *grass roots* also known as approach *bottom-up*, namely a curriculum development process that begins with a desire that arises from the lower level, namely the school as an educational unit or teachers. This desire is usually driven by the results of experiences felt by the school or teacher, where it is felt that the ongoing curriculum has some problems or is incompatible with the needs and potential available in the field.

To implement the model curriculum development *grass roots* This requires high concern and professionalism on the part of the school (Dakir, 2010) including:

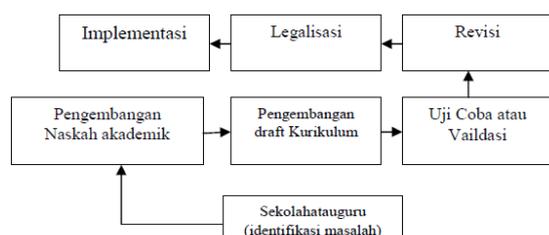
1. Schools or teachers are critical in addressing the ongoing curriculum.
2. Schools or teachers have innovative ideas and are responsible for developing a curriculum that fits their needs and potential.
3. Schools or teachers are continuously involved in the curriculum development process.
4. Schools or teachers are open and accommodating to receive input in the context of curriculum development.

Model curriculum development *grass roots* This technically operational can be done in the development of the curriculum as a whole (full curriculum), as well as the development of only certain aspects. For example, development for a particular subject or group of subjects, development of learning methods and strategies, development of vision

and mission and goals, and so on. Thus what is meant by good curriculum development with the approach top down approach nor grass roots approach technically it can be development of the curriculum as a whole (whole curriculum), or development only with respect to certain parts or aspects according to needs.

The very basic difference that approach grass roots, improvement and refinement initiatives emerge from the bottom line (school or teacher) as shown in the chart. The stages carried out when developing the curriculum using the approach grass roots basically the same as the steps of the administrative approach. Where as gras sroot bottom up, which is like the following chart:

Demonstration Models



The demonstration model is essentially *grass-roots*, come from below. This model is initiated by a group of teachers or a group of teachers, working with experts who intend to make curriculum improvements. This model is generally small-scale, covering only one or a few schools, one curriculum component or covering all curriculum components.

1. A group of teachers from one school or several schools is appointed to carry out an experiment on curriculum development.
2. Then the results are disseminated in the surrounding schools.

Model Beauchamp

Curriculum development using the method *beauchampi* it was developed by Beauchamp, an expert in the field of curriculum, it has 5 decision-making sections (Sukmadinata, 2007). The five stages are:

1. Deciding on the arena or scope of the curriculum development area, a decision that outlines the scope of development efforts. (An idea of

curriculum development that has been carried out in expanded classes in schools in certain areas, either on a regional or national scale, is called an arena).

2. Determine personnel or a team of curriculum experts, namely anyone who is involved in curriculum development.
3. The team develops curriculum teaching objectives and the implementation of the teaching and learning process, for this task it is necessary to form a curriculum council as a coordinator who also serves as an assessor for curriculum implementation, selects new subject matter, determines various criteria for choosing which curriculum to use and writes thoroughly about the curriculum to be developed.
4. Implementation of the curriculum, namely activities to implement the curriculum as it has been decided within the scope of curriculum development.
5. Curriculum evaluation.

Model Roger's

Carl Rogers is a psychologist who believes that humans in the process of change have the strength and potential to develop on their own, but because there are certain obstacles they need other people to accelerate for these changes (Sukmadinata, 2007). Based on the view of humans, Rogers put forward a curriculum development model called the model *Rogers Interpersonal Relations*. There are four steps to developing the Rogers model curriculum including:

1. Held a group to be able to do international relations in a place that is not busy to choose a target education system.
2. Intensive group experiences for teachers, or within a certain time the participants exchange experiences under the leadership of teaching staff.
3. Then a meeting is held with the wider community within a school, so that interpersonal relations will be more perfect, namely between teachers and students, teachers and students and others.

4. Furthermore, a meeting with the wider community was held as in step no. In this situation it is hoped that each person will appreciate each other and be more familiar so that it makes it easier to solve school problems more quickly.

Problem Solving Models

This model is also known as the "action research model" with the assumption that curriculum development is social change. In terms of process, this model curriculum already involves all components of education which include students, parents, teachers and the school system. The curriculum was developed in order to meet the needs of stakeholders (*stakeholder*) which includes parents, community, and others. Curriculum development is carried out by following action research procedures (Sukmadinata, 2007). In this model there are two steps in the preparation of the curriculum, including:

1. Conduct a study of the data collected as material for curriculum development. The data (information) collected should be valid and reliable so that it can be used as a strong basis for making decisions on curriculum development. Weak data will result in errors in decision making. Based on this decision, a comprehensive (comprehensive) plan was drawn up on how to deal with the existing problems.
2. Implement the decisions made in the first step. From this process new data (information) will be obtained which will then be used to evaluate problems that arise in the field as follow-up efforts to modify or improve the curriculum.

Taba's Inverted Model

This curriculum development model was developed by Hilda Taba on the basis of inductive data which is called the reverse model, because usually curriculum development is preceded by deductive concepts. Taba believes that this deductive model is not suitable, because it does not stimulate the emergence of innovations. According to him, curriculum development that encourages teacher innovation and

creativity is inductive in nature, which is an investment or reverse direction from the traditional model (Sukmadinata, 2007).

The development of this model begins with conducting data searches as well as experiments and theory development and is followed by the implementation stage, this is done to bring together theory and practice, while the steps are as follows:

1. Diagnosing needs, formulating goals, determining material, assessing, paying attention to the breadth and depth of the material, then compiling a curriculum unit.
2. Organized *try out*.
3. Make revision *try out*.
4. Develop a theoretical framework.
5. Announcing a new curriculum that will be implemented.

Curriculum Development Procedures

After we understand the meaning and models of curriculum development, we are left with how to apply the concept of curriculum development. However, the application must go through several procedures. This systematic procedure is interrelated and sustainable or it can be said that it is based on the management process. The procedure is; curriculum planning, curriculum organization, staffing and curriculum control (Hamalik, 2013).

1. Curriculum Planning. Planning is an intellectual process that involves making decisions. This process requires mental preparation to think before acting, act based on facts, not estimates and do things regularly. Planning helps the organization to focus on short-term benefits to consider the importance of programs and activities and their impact on the future. A good plan consists of 5 special elements, namely: a. Goals are clearly defined. b. Comprehensive, thorough but clear to staff and members of the organization. c. Hierarchy of plans focused on the most important areas. d. Economical, considering the available resources. e. Appropriate, that is, it allows for change.

2. Curriculum Organization.

Organization is a social group that is closed or open to outsiders which is governed by certain rules led by a leader or an administrative staff who can carry out regular and purposeful guidance. To develop the curriculum, the organization is: a. Curriculum planning organization, carried out by a team of curriculum developers. b. Organization in the context of curriculum implementation, at the regional level. c. Organization in curriculum evaluation, involving various interested parties. In each type of organization, it is carried out by a management arrangement that is determined according to the organizational structure with specific organizational tasks. Academically, the curriculum organization includes: a. Subject curriculum, consisting of a number of subjects separately. b. The curriculum in the field of study, enables several similar subjects. c. Integration curriculum, centering the curriculum on a particular topic or problem. d. Core Curriculum, the curriculum is structured based on the problems and needs of students. Here, the forms of the curriculum are arranged according to a structured pattern of curriculum organization, sequence and scope of certain material.

3. **Staffing.** *Staffing* is a function that provides people to carry out a system that is planned and organized. Staffing is carried out after all tasks are assigned in advance. Staffing consists of: a. Recruitment; is a process of manpower with certain qualifications to occupy available work positions. This recruitment can be carried out internally and externally. b. Selection; is the process of identifying selection criteria for employment candidates. c. Hiring; after identifying the best candidates, then it is necessary to select the best candidate from the list, determine the candidate who best meets the predetermined qualifications. d.

Placement; this process is real work. Here, workers are given the opportunity to develop their talents to the fullest. e. Staff management; is an activity to grow and develop the element of manpower in an institution.

4. **Curriculum Control** Controlling is the process of checking performance against standards to determine the extent to which objectives have been achieved. This control is very closely related to planning as part of the system. Meanwhile, curriculum control is the process of making several decisions about the curriculum in schools, or the teaching process which is limited by the interests of outsiders, such as parents, employees and the community.

Conclusion

Curriculum development is an activity in which curriculum developers plan and design curriculum and use it as teaching materials and reference materials to achieve national education goals. In designing the curriculum, teachers can choose from several models including the Administrative Model, the Grass Roots Approach Model, the Demonstration Model, Beauchamp's System Model or Beauchamp's Model, Roger's Model, Problem Solving Model and Taba's Inverted Model. The procedures in curriculum development include curriculum planning, curriculum organization, staffing and curriculum control. Meanwhile, curriculum implementation is the process of applying ideas, concepts, policies, in the form of practical actions, so as to have an impact, either in the form of changes in the knowledge, skills, or values and attitudes of the participants. educate. The success of curriculum implementation is also determined by the existence of communication about the implementation plan and the support of all resources in this implementation.

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