



Curriculum Development Models in Indonesia: Theoretical Analysis, Implementation, and Integration of the Merdeka Curriculum

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ABSTRACT

Curriculum development is a key component of the education system, determining the direction, quality, and relevance of learning. An effective curriculum must be able to adapt to student needs, global demands, and local contexts. This study reviews various curriculum development models, including the Tyler, Taba, and CIPP models, and discusses their strengths, weaknesses, and applications in Indonesia. The method used is a qualitative literature review with a descriptive-comparative approach. The analysis examines the basic principles, implementation processes, and evaluation of each model. The results show that each model has unique strengths: the Tyler model emphasizes systematic learning objectives, the Taba model emphasizes teacher participation and local adaptation, while the CIPP model emphasizes continuous evaluation and curriculum improvement. The comparative analysis reveals that no single model is fully sufficient when applied independently; however, their strategic integration provides a more comprehensive framework that aligns with the flexibility and contextual orientation of the Merdeka Curriculum. This study emphasizes the importance of integrating the three models to produce an adaptive, contextual, and sustainable curriculum that can support the implementation of the Independent Curriculum in Indonesia. These findings are expected to guide curriculum developers, teachers, and education policymakers in designing and evaluating relevant and high-quality curricula.



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INTRODUCTION

Education plays a crucial role in national development, particularly in creating human resources that are competitive and capable of facing the challenges of the times (Susandi et al., 2025; Trisna et al., 2024). The curriculum, as a key component of the education system, serves as a guide for implementing effective and efficient learning. It not only encompasses goals and content but also includes the methods and structure of learning that must be relevant to global changes, especially in the context of technology and social developments. The dynamic and responsive adjustment of the curriculum to the needs of the 21st century, such as critical thinking skills, creativity, collaboration, digital literacy, and character, is vital in creating meaningful learning experiences for students.

In Indonesia, curriculum dynamics are quite significant, ranging from the Competency-Based Curriculum (KBK), the School-Based Curriculum (KTSP), to the 2013 Curriculum and now the Merdeka Curriculum. Each of these changes aims toward the same goal: the improvement of national education quality (Azmi et al., 2023; Prista et al., 2024; Syaela et al., 2025). KTSP gives schools significant autonomy to adjust the curriculum to local needs, while the 2013 Curriculum introduces a scientific approach and authentic assessment, and the Merdeka Curriculum places greater emphasis on flexibility, project-based learning, and differentiated instruction.

Challenges in the implementation of these curricula are often related to the curriculum development models used. Ralph Tyler (1949) proposed a systematic goal-based approach, while Hilda Taba (1962) provided the foundation for a more participatory development model that actively involves teachers in the process. The CIPP model (Context, Input, Process, Product), developed by Stufflebeam (1971), also highlights evaluation as a key element in decision-making for continuous improvement (Asdi et al., 2025; Hidayani, 2018). Each of these models has its own strengths and weaknesses, and it is essential to understand their characteristics within the diverse educational context of Indonesia.

The Tyler model offers a clear structure but sometimes fails to consider the social context of students. In this case, the Taba model is more responsive to student needs as it involves them in the design process. However, this process requires high participation, which can be challenging to implement in schools with limited resources (Mukhlis, 2025a; Mukhlis & Saidah, 2025). The CIPP model helps in understanding evaluation comprehensively, but it also requires extensive data, which is not always available in practice (Syaela et al., 2025). These practical constraints are evident in Indonesia, where disparities in teacher capacity, infrastructure, and regional resources influence how curriculum models are interpreted and implemented. Consequently, the challenge is not merely selecting an appropriate model, but determining how these models can be comparatively analyzed and strategically integrated to address contextual realities.

Based on these considerations, this study seeks to answer the following research questions: (1) How have the Tyler, Taba, and CIPP models been conceptually and practically reflected in curriculum reforms in Indonesia? (2) What are the main strengths and limitations of each model when applied within the Indonesian educational context? and (3) How can these models be integratively positioned to support the effective implementation of the Merdeka Curriculum? By explicitly linking the identified implementation challenges to these research questions, this study aims to provide a more focused analytical framework.

It is acknowledged that the Merdeka Curriculum demands adaptive and sustainable curriculum development. Therefore, further research on the integration of these curriculum development models is necessary, as well as an analysis of the strengths and weaknesses of each model in different contexts across Indonesia (Ismaya & Yusritawati, 2023). It is expected that this research will provide solutions that can be applied by policymakers, schools, and teachers in designing curricula that meet the demands of the times and local characteristics.

With a comprehensive understanding of the integrative curriculum development process, it is hoped that curriculum developers, teachers, and policymakers will be able to design education that is oriented toward the needs of the 21st century and relevant to the context of Indonesia..

RESEARCH METHODS

In this study, the methodology used is a literature review with a descriptive qualitative approach, focusing on an in-depth analysis of various curriculum development models (Julifan, 2017; Latifah et al., 2025). This approach is designed to create a comprehensive understanding of the basic principles, structures, and orientations of each curriculum development model, such as the Tyler and Taba models, as well as contemporary competency-based models. A deep understanding of these theories can assist teachers and curriculum developers in designing more relevant and effective materials in the context of Indonesian education.

Data collection was carried out using various secondary sources, including textbooks, scholarly journal articles, research reports, and national education policy documents, including the 2013 Curriculum and the Merdeka Curriculum. These sources provide broad and diverse insights into the dynamics of curriculum development concepts (Solekhah, 2025; SOPIA, 2025). Analysis of official documents is also necessary to understand the application of theory in real-world practice, allowing the researcher to identify gaps between curriculum development theory and its implementation in the field.

The analysis method used is descriptive-comparative, combining theoretical reviews with comparisons between models (Purwati & Sukirman, 2024). The initial process involves synthesizing literature to outline the key elements of each curriculum model, followed by comparative analysis to assess the similarities and differences, as well as the strengths and weaknesses of each model (Permatasari et al., 2025). This approach is crucial for identifying the most suitable model, the adaptations needed, and the potential integration between models to meet the evolving demands of education in Indonesia.

The experience of curriculum implementation in Indonesian schools, beyond the theoretical study, is also evaluated, allowing the researcher to assess the relevance and effectiveness of existing curriculum models (Mukhlis, Janwari, et al., 2023; Mukhlis & Abdullah, 2025). This evaluation is not only important for assessing the alignment of theory with practical needs but also for obtaining recommendations for developing a more contextual and responsive curriculum to the challenges of 21st-century education (Parade et al., 2025). The recommendations include development strategies that can be implemented by teachers and curriculum developers to create adaptive learning experiences oriented toward continuous evaluation, which is highly needed in the diverse educational context of Indonesia.

By presenting the research findings systematically and comprehensively (Sari et al., 2021), it is expected to make a significant contribution to the development of a better curriculum and improve the quality of national education through a deep understanding of the various existing curriculum development models.

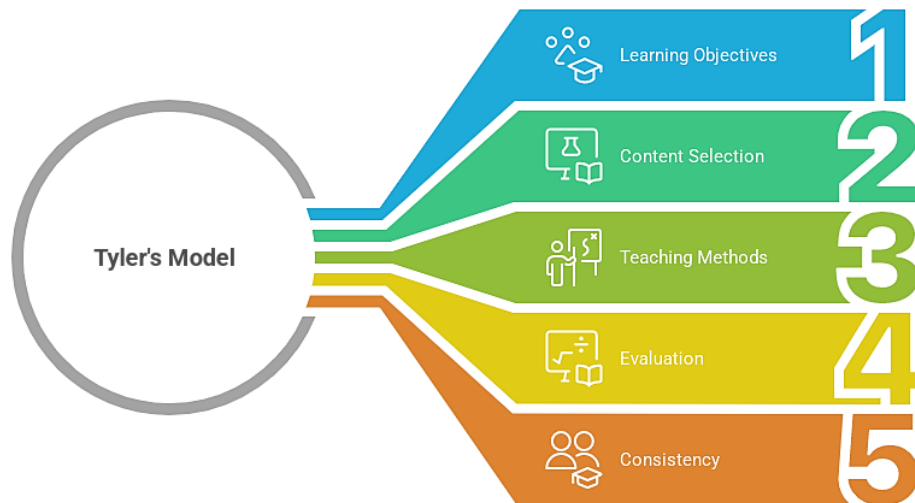
RESULTS AND DISCUSSION

Tyler's Model Analysis

The Tyler Model, introduced by Ralph Tyler in 1949, is one of the classic approaches that forms the foundation of modern curriculum development. This model emphasizes the importance of formulating learning objectives in a systematic and clear manner, which is the initial step in the curriculum development process. The established objectives then guide the selection of content, teaching methods, and evaluation (Maryono & Emilia, 2022; Murphy & Fautley, 2013). With its structured approach, this model provides a framework that is easy for teachers and educational institutions to understand when determining what should be achieved at the end of the learning process.

The main advantage of the Tyler model lies in its ability to create clear and measurable learning standards. With specific objectives, teachers can easily design learning activities and construct relevant evaluation instruments, creating consistency in the educational process and helping educational institutions maintain the quality of education (Cruickshank, 2018; Wraga, 2017). This model also contributes to the uniformity of educational standards nationwide, which is crucial in the context of Indonesia, especially in addressing geographical and demographic diversity. With the same guidelines, schools in various regions have clear directions for learning development.

Unveiling Tyler's Model in Curriculum Development



However, despite its various advantages, the Tyler model is not without criticism. One of its main limitations is the lack of flexibility (Bahri et al., 2024). Since the objectives are set top-down, there is a tendency that the teacher's creativity becomes limited. Teachers may be trapped in following predetermined objectives without considering the actual conditions in the classroom and the unique needs of students (Monnat et al., 2014). Another limitation is the lack of focus on the learning process itself. This model emphasizes the final outcome, thus aspects of competency development such as social skills, creativity, and communication are less emphasized (Hlebowitsh, 2021; Sarangapani, 2006). In modern education, this could be a constraint, as educational goals are not only about achieving cognitive outcomes but also shaping students' character and interpersonal skills.

On the other hand, the relevance of the Tyler model in the current curriculum development cannot be ignored, especially in the context of the Merdeka Curriculum implemented in Indonesia. The element of determining learning achievements in the Merdeka Curriculum reflects the spirit of Tyler, although it is complemented with greater flexibility to meet the needs of students in various regions (Taber et al., 2013). In this regard, it is important to integrate the Tyler approach with other models that are more responsive to local contexts, in order to support the implementation of more sustainable, adaptive, and contextual education in Indonesia (Alhashmi et al., 2022; Almadani et al., 2024).

In conclusion, the Tyler model offers a clear and systematic structure in curriculum development (Alhashmi et al., 2022; Almadani et al., 2024). Despite criticisms regarding its limitations, this model remains a significant foundation for the development of a national curriculum capable of addressing the challenges of 21st-century education, particularly in Indonesia, which has cultural and geographical diversity within its education system.

Taba's Model Analysis

The Taba Model, developed by Hilda Taba, adopts an inductive approach in curriculum development (Beliyawati et al., 2025; 'Izzah et al., 2025). This approach focuses on real classroom experiences and needs, with the teacher as the key figure in determining content and teaching strategies. Thus, the Taba model is capable of presenting a more relevant and contextual curriculum, in line with the conditions and needs of students in the field.

One of the most significant advantages of the Taba model is the high level of teacher involvement in the curriculum design process (Bakri & Osman, 2018). This involvement not only enhances teachers' sense of ownership over the curriculum but also enables more effective and adaptive teaching. As the central actor in the process, teachers can better understand students' needs and adjust the material based on the local social and cultural context (Ratna et al., 2025; Rofiq, 2019). This is especially important for areas that have unique characteristics in terms of culture, economy, or environment.

The Taba model also promotes learning that can be adapted to the dynamics of society, enabling the curriculum to integrate local issues, such as local wisdom and environmental concerns, into the learning process (Jimry, 2020; Ratna et al., 2025). This concept aligns with the spirit of the Merdeka Curriculum, which provides flexibility for teachers and schools to design learning based on real contexts.

Nevertheless, there are challenges in implementing the Taba model. One of the main challenges is the need for high professional competence among teachers (Laukum et al., 2024). Effective curriculum development requires teachers to have strong analytical skills, adequate pedagogical knowledge, and sensitivity to students' needs. Without adequate training, the curriculum development process may be hindered and become less effective (S, 2020). Furthermore, the curriculum development process using the Taba model can also take more time, given that the curriculum is built from the ground up through various stages, from needs identification to testing.

Despite these challenges, the strength of the Taba model in supporting the flexible Merdeka Curriculum is clear. This approach not only provides room for teachers and educational institutions to develop their own curricula, but it also helps create more meaningful learning experiences through project-based learning (Nursyahid & Amilatusholiha, 2022). Thus, the Taba model can be considered a valuable tool in creating adaptive and relevant curricula for the educational community in Indonesia today.

From this analysis, it can be concluded that the Taba model offers a strong foundation for developing a participatory and contextual curriculum (Mukhlis, Maryam, et al., 2023; Mukhlis et al., 2024). The active involvement of teachers in this process, along with the integration of local issues, positively impacts students' understanding and the meaningfulness of the learning process. Therefore, investing in the development of teachers' competencies and ensuring adequate time for curriculum design is crucial for the effectiveness of this model's implementation.

Analysis of the CIPP Model

The CIPP Model (Context, Input, Process, Product) is an evaluation approach designed to comprehensively encompass all aspects of curriculum development and implementation (Supriyanto & Wahyudi, 2017; Syifa, 2020). Developed by Daniel Stufflebeam, this model is used to conduct thorough evaluations, covering the interconnected dimensions of education (Naser, 2022). The evaluation process begins with a context analysis, aimed at identifying the basic needs of students and the conditions of the school. This analysis is crucial to ensure that the developed curriculum aligns with the students' socio-economic conditions and backgrounds.

Following the context phase, input evaluation is conducted to determine the strategies and resources needed for curriculum implementation (Supriani et al., 2019; Supriyantoko et al., 2020). This includes assessing teacher performance, learning materials, and the available tools and resources in the school (Suharjo & Zakir, 2021). In the process phase, the CIPP model evaluates the execution of the teaching process and the effectiveness of the methods used by teachers. This assessment is vital to ensure that the teaching process runs smoothly and achieves the established objectives (Naser, 2022; Supriani et al., 2019). Finally, in the product phase, student learning outcomes are evaluated from cognitive, affective, and psychomotor aspects. The evaluation report at this stage provides an overview of the achievement of learning objectives and the quality of education received by students.

The analysis indicates that the CIPP model is highly beneficial in improving curriculum quality through continuous evaluation. This model not only assesses the final outcomes but also examines every phase of the learning process, allowing schools to make systematic improvements based on the evaluation data obtained (Aspriyanti et al., 2022; Naser, 2022). By using this approach, schools can adjust existing programs to be more effective and aligned with the needs of the students.

However, despite the CIPP model's advantages in comprehensive evaluation, challenges exist in its implementation (Hattarina & Agustin, 2024; Suharjo & Zakir, 2021). One of the main challenges is the need for more time, effort, and adequate human resources to carry out this complex

evaluation. Not all schools have sufficiently competent evaluation teams or teachers trained to conduct in-depth evaluations (Alvianita et al., 2022; Gu & Peng, 2023). Moreover, the complexity of the CIPP procedures can be an obstacle for schools with limited capacity. Consistent data collection and careful analysis are required for the validity of evaluation results, which may be difficult to achieve without specialized training.

Despite these challenges, the relevance of the CIPP model in the context of the Merdeka Curriculum is clear. The Merdeka Curriculum, which emphasizes continuous improvement, can greatly benefit from the comprehensive evaluation provided by this model (Arni et al., 2021; Jamaluddin, 2018). Through structured evaluation, schools can ensure that the curriculum evolves in accordance with student needs and the demands of the times. With proper teacher training support, the implementation of the CIPP model can significantly enhance the quality of education in Indonesia.

In conclusion, the CIPP model provides a strong and comprehensive evaluation foundation for curriculum development (Mukhlis, Arifin, Ridwan, & Zulbaidah, 2025; Mukhlis, Arifin, Ridwan, Zulbaidah, et al., 2025). By considering context, input, process, and product simultaneously, this model allows for more accurate measurements of curriculum effectiveness, as well as accelerating improvement efforts and adjustments to meet the needs of students.

Integration of the Three Models in Indonesian Education

The integration of the Tyler, Taba, and CIPP models provides a comprehensive approach necessary for curriculum development in Indonesia's education system (Beliyawati et al., 2025). The combination of these three models bridges national standards while also providing space for local needs and continuous evaluation, enabling schools to build a more adaptive, participatory, and relevant curriculum in line with the social and cultural context of the community.

The Tyler model provides the foundation for formulating clear national learning objectives, serving as a guide for all schools (Bakri & Osman, 2018). By emphasizing the formulation of specific and measurable learning objectives, this model offers strong direction, helping avoid the loss of focus in the educational process. This is crucial given the regional diversity and varying learning demands across Indonesia.

On the other hand, the Taba model emphasizes the active participation of teachers in the curriculum design process (Nursyahid & Amilatusholiha, 2022). This involvement enables teachers to adjust the content and teaching methods according to the characteristics of the students and the local context. Therefore, the curriculum is not only top-down but also more responsive to the needs of the surrounding community, providing a strong foundation for contextual and meaningful learning for students.

The CIPP model complements this approach by providing a comprehensive evaluation framework. Through the evaluation of context, input, process, and product, schools can continuously adapt and improve the curriculum according to needs. This ongoing evaluation enables early identification of issues and systematic improvements to enhance the quality of learning (Fadli et al., 2024; Yunita & Winarsih, 2025). Given the need to maintain education quality, the CIPP model adds an important component to ensure that all processes and learning outcomes are evaluated comprehensively.

In the context of Indonesian education policies that increasingly emphasize flexibility and accountability, the integration of these three models is highly relevant (Daga, 2021). The government sets national standards to maintain education quality, while schools are given the freedom to innovate in curriculum development, harmonizing national standards with local creativity.

Overall, the integration of these three models shows that no single model is fully sufficient for the Indonesian education context. However, by combining the strengths of each model, schools have the opportunity to design better curricula, providing more meaningful education that meets the challenges of the current globalization era (Hidayatulloh & Billa, 2021). This integrative approach forms an important foundation for supporting the transformation of modern education in Indonesia and creating better responses to rapid changes in the education world.

Application Study in Schools

The study of applying the integration of the Tyler, Taba, and CIPP models in various schools across Indonesia shows significant effectiveness in achieving a balance between national standards and the local needs of students (Setiawati et al., 2021). In Jakarta, for example, secondary schools successfully used the Tyler model as the basis for formulating national learning objectives. With clear competency standards, all students can achieve measurable learning outcomes systematically and consistently, which is important to ensure equal quality education across regions.

On the other hand, the Taba model was used to design locally-based learning projects. Entrepreneurship projects, urban environmental studies, and digital literacy programs, adapted to the characteristics of the school, have enhanced the relevance of learning (Colgrove & Rucker, 2020). By involving teachers in the planning process, the Taba model enables the application of content that aligns with students' interests and needs, making them feel more engaged in the educational process.

The use of the CIPP model in annual evaluations at these schools includes context analysis, input quality, teaching processes, and student learning achievements (Sopha & Nanni, 2019). This evaluation provides valuable feedback and allows schools to determine improvement steps for the following academic year, enhancing the overall quality of education (Asdi et al., 2025). Data from this evaluation not only serves to improve teaching methods but also to distribute resources more effectively and adjust learning materials moving forward.

Another example can be found in Yogyakarta, where the implementation of the Taba model is evident in elementary schools integrating local wisdom (Ashari et al., 2023). Elements of traditional games, batik, and Javanese culture were incorporated into daily learning, making the learning process more engaging and relevant to students. Teachers at these schools also developed a community-based curriculum, taking into account the characteristics of the region and student needs to create relevance in the learning they receive.

Formative evaluations are conducted each semester to ensure alignment between lesson plans and their implementation in the field (Ramadan et al., 2025; Sopha & Nanni, 2019). By analyzing through the CIPP model, the evaluation results quickly respond to improvements, ensuring that pedagogy continues to evolve according to the demands of the times and students' needs.

This application study shows that integrating the three models allows schools to implement innovations while still adhering to national standards (Priya, 2023). The flexibility provided by a curriculum that combines the best elements of these three models makes learning more responsive to the conditions and backgrounds of students and ensures that continuous evaluation is conducted to improve the quality of education across Indonesia.

Relevance of Model Integration to the Merdeka Curriculum

The integration of the Tyler, Taba, and CIPP models is highly relevant in the context of the Merdeka Curriculum, which arose from the need for increasingly dynamic education in Indonesia (Maryono & Emilia, 2022). The Merdeka Curriculum emphasizes flexibility, differentiation, and project-based learning, which aligns with the principles of these three models.

The Tyler approach provides a strong foundation in determining national learning objectives. By emphasizing the achievements that must be attained by students, this model helps teachers set a clear direction in the learning process (Wang & Parker, n.d.). This aligns with the Merdeka Curriculum's need to ensure that every learning process has meaning and specific targets (Murphy & Fautley, 2013). Nevertheless, Tyler does not limit teachers' creativity but instead provides freedom in choosing methods and strategies that are most suitable to achieve these objectives, keeping learning dynamic and contextual.

The Taba model contributes to curriculum flexibility by giving teachers the ability to adjust content and teaching methods according to local needs and student characteristics (Nurhusni et al., 2023). This approach allows for the development of a relevant, engaging curriculum that connects to

students' daily lives while supporting differentiation in learning according to each student's pace and ability. As a result, the learning experience becomes more personal and effective, in line with the principles of the Merdeka Curriculum.

Furthermore, the CIPP model strengthens the evaluation aspect of the Merdeka Curriculum (Afriadi & Fitri, 2025). With a comprehensive evaluation approach that covers context, input, process, and product, teachers can monitor student development across all aspects and make necessary adjustments (Mukhlis, 2025b; Mukhlis, Suradi, et al., 2023). This evaluation aims to continuously improve the effectiveness of teaching strategies and the quality of the curriculum, creating a cycle of improvement that supports innovation and responsiveness to the challenges of modern education.

The integration of these three models complements one another and makes the Merdeka Curriculum much more competitive (Wang, 2012). By ensuring that the curriculum not only meets national standards but also remains relevant to the conditions and needs of students, schools in Indonesia can prepare students to face the challenges of the 21st century. In this context, students not only master basic competencies but also develop critical thinking, creativity, and collaboration skills, which are crucial for success in the modern world.

Overall, the combination of the Tyler, Taba, and CIPP models in the implementation of the Merdeka Curriculum provides a strong foundation for the development of an adaptive, directed, and sustainable curriculum (Faradila, 2024). This enables education in Indonesia to continuously evolve and transform in line with the dynamics of the times.

CONCLUSION

Based on the analysis and discussion, it can be concluded that each curriculum development model has distinct characteristics and focuses, yet they complement each other when integrated. The Tyler model emphasizes the systematic achievement of goals and provides clear direction through national standards, while the Taba model prioritizes a participatory approach by directly involving teachers, allowing the curriculum to be more adaptive to local needs. Meanwhile, the CIPP model provides a comprehensive evaluation framework covering context, input, process, and product, enabling continuous curriculum improvement. This study contributes theoretically by offering a structured comparative framework that clarifies the conceptual foundations, implementation orientations, and evaluative dimensions of the Tyler, Taba, and CIPP models within the Indonesian educational context. It also contributes practically by demonstrating that no single model is sufficient to address the complexity of curriculum reform in Indonesia, particularly under the Merdeka Curriculum policy. Instead, a strategic integration of objective-based planning (Tyler), participatory design (Taba), and systematic evaluation (CIPP) provides a more holistic and context-sensitive approach to curriculum development. The integration of these three models proves to be more effective when applied in the Indonesian context, as it can accommodate the demands of national standards, the diversity of regional needs, and ongoing evaluation. This integrative approach aligns with the principles of the Merdeka Curriculum, which is flexible, contextual, and focused on quality enhancement, resulting in a curriculum that is more relevant, responsive to current developments, and supports sustainable educational progress for students. Based on these findings, several practical recommendations can be proposed. First, curriculum developers at the national level should design policy guidelines that explicitly combine clear learning objectives with flexible implementation frameworks, allowing contextual adaptation at the school level. Second, policymakers should strengthen teacher capacity-building programs to support participatory curriculum design and data-informed decision-making. Third, schools should institutionalize periodic CIPP-based evaluations to ensure that curriculum implementation remains aligned with local needs and national educational goals. Through these measures, curriculum reform in Indonesia can move beyond policy change toward sustainable and evidence-based improvement.

CONFLICT OF INTEREST

The authors declare no conflict of interest regarding the publication of this article.

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