



The Foundations of Curriculum Development in Education: A Philosophical, Social, Psychological, and Technological Review

Khofifah Indar Parawansah^{*1}, Ahmad Ali Yenuri²

^{1,2} Universitas Kiai Abdullah Faqih

Abstract

Curriculum development is an essential aspect of the educational system because it serves as a guideline in achieving educational goals. Curriculum development must be based on strong foundations in order to meet the needs of students and the challenges of modern society. This article aims to analyze the foundations of curriculum development, including national education goals, sociocultural and religious values, student development, environmental conditions, development needs, and the advancement of science and technology. This study uses a library research method with a qualitative descriptive approach by examining various relevant references. The results show that curriculum development should not only focus on academic achievement but also on character building, social values, and technological adaptation. Therefore, the curriculum must be dynamic, adaptive, and relevant to the needs of society and future challenges.

Keywords: Curriculum Development, Education, Social Culture, Technology, Students

Submitted: 24 June 2026; Reviewed: 11 July 2026; Accepted: 22 July 2026

DOI: 10.46368/bjpd.v7i2.5292

Landasan Pengembangan Kurikulum dalam Pendidikan: Tinjauan Filosofis, Sosial, Psikologis, dan Teknologis

Pengembangan kurikulum merupakan salah satu aspek penting dalam sistem pendidikan karena berfungsi sebagai pedoman dalam mencapai tujuan pendidikan. Pengembangan kurikulum harus didasarkan pada landasan yang kuat agar mampu memenuhi kebutuhan peserta didik serta menjawab tantangan masyarakat modern. Artikel ini bertujuan untuk menganalisis landasan pengembangan kurikulum yang meliputi tujuan pendidikan nasional, nilai-nilai sosial budaya dan keagamaan, perkembangan peserta didik, kondisi lingkungan, kebutuhan pembangunan, serta perkembangan ilmu pengetahuan dan teknologi. Penelitian ini menggunakan metode studi kepustakaan (*library research*) dengan pendekatan deskriptif kualitatif melalui penelaahan berbagai sumber referensi yang relevan. Hasil penelitian menunjukkan bahwa pengembangan kurikulum tidak hanya berorientasi pada pencapaian akademik, tetapi juga perlu memperhatikan pembentukan karakter, nilai-nilai sosial, serta kemampuan beradaptasi terhadap perkembangan teknologi. Oleh karena itu, kurikulum harus bersifat dinamis, adaptif, dan relevan dengan kebutuhan masyarakat serta tantangan masa depan.

Kata kunci: Pengembangan Kurikulum, Pendidikan, Sosial Budaya, Teknologi, Peserta Didik

INTRODUCTION

The curriculum plays a crucial role in education as it serves as the primary guideline for the learning process (Jurnal et al., 2026). Through the curriculum, educational objectives can be systematically directed, enabling the learning process to develop students with sound knowledge, skills, attitudes, and character. Over time, the curriculum has become understood not only as a

* Corresponding Author: Khofifah Indar Parawansah, khofifahindarparawansah02@gmail.com, Universitas Kiai Abdullah Faqih, Gresik, Jawa Timur, Indonesia

collection of subjects but also as an educational system designed to meet the needs of individuals and society (Mahrus, 2021). Therefore, the quality of education is significantly influenced by the quality of the curriculum implemented within an educational institution.

Rapid social, cultural, economic, and technological changes require the world of education to continuously update its curriculum (Firli Fangestu et al., 2025). The curriculum must be able to adapt to the needs of the times so that education remains relevant and is able to produce quality human resources (Regina et al., 2023). However, in practice, various problems still exist, such as the mismatch of learning materials with student needs, weak integration of moral and cultural values, and less than optimal use of technology in the learning process. These conditions indicate that curriculum development must be carried out based on a clear and comprehensive foundation to be able to meet the challenges of modern education (Regina et al., 2023).

The foundation for curriculum development is the rationale used as a basis for compiling and developing educational curricula (Idris, 2024). This foundation serves to ensure that the curriculum is not only oriented towards academic aspects, but also takes into account life values, societal needs, student development, and scientific advancements (Saidek et al., 2024). Curriculum development is fundamentally influenced by various important aspects, such as national educational objectives, sociocultural and religious factors, student development, environmental conditions, development needs, and developments in science and technology. These various foundations are interconnected in creating an education system that is relevant, adaptive, and able to meet societal needs (Riyadi et al., 2025).

Problems regarding curriculum development need to be analyzed through theoretical studies of various educational foundations so that a comprehensive understanding can be obtained regarding the importance of a curriculum that is in accordance with current developments. (Syafuddin et al., 2025). With this study, curriculum development is expected to be able to become an educational guideline that is not only oriented towards academic aspects, but also on character formation, social needs of society, and student readiness in facing global challenges (Sitika et al., 2025).

Based on the description, the problem formulation in this article is: (1) how national education goals become the basis for curriculum development, (2) how sociocultural and religious factors influence curriculum development, (3) how student development is taken into consideration in curriculum development, (4) how environmental conditions influence the educational process, (5) how development needs become the basis for curriculum development, and (6) how developments in science and technology influence the development of educational curriculum.

This article aims to analyze various bases for curriculum development which include national educational goals, sociocultural and religious, student development, environmental conditions, development needs, and developments in science and technology in education.

RESEARCH METHODS

This article uses a library research method *with* a qualitative descriptive approach. The library research method is used to examine various theories, concepts, and ideas related to the foundations of curriculum development in education. The qualitative descriptive approach aims to provide a systematic overview of the foundations of curriculum development based on various relevant literature sources.

The data sources in this article were obtained from secondary sources in the form of books, scientific journals, articles, and documents related to curriculum development. Data collection was conducted through documentation studies, reviewing various references discussing national

education goals, sociocultural and religious issues, student development, environmental conditions, development needs, and scientific and technological developments in curriculum development.

The data analysis technique was conducted descriptively and qualitatively through the stages of data identification, data grouping, content analysis, and data interpretation. This analysis was conducted to gain a comprehensive understanding of the various foundations that form the basis for developing educational curricula.

RESULTS AND DISCUSSION

National Education Objectives as a Direction for Curriculum Development

The objectives of national education are the primary foundation for curriculum development because they serve as the direction and guidelines for the implementation of education. The National Education System Law explains that education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, are healthy, intelligent, creative, independent, and responsible (Tajuddin Noor, 2018). Therefore, the curriculum must be designed to support the achievement of these objectives.

Curriculum development emphasizes not only intellectual aspects but also the development of students' character and morals. A good curriculum must instill the values of humanity, nationality, and social responsibility so that students not only excel academically but also develop positive personalities in social life (Anugrah & Rahmat, 2024).

SocioCultural and Religious Values as the Basis for Curriculum

The curriculum must be designed in accordance with the sociocultural and religious values prevalent in society (Hayati & Herawati, 2022). Education plays a crucial role in maintaining cultural identity and shaping students' character. Therefore, cultural and religious values need to be integrated into the learning process to foster good morals and ethics in students (Ramadhan & Syamsuddin, 2022).

In the era of globalization, the rapid influx of foreign cultures means that education needs to be a means of strengthening local cultural values and religious teachings. A curriculum that addresses sociocultural and religious aspects can help students understand their identity and live harmoniously in a diverse society. (Ramadhan & Syamsuddin, 2022).

Furthermore, a constantly evolving society also demands that education meet social needs. Therefore, the curriculum must be relevant to societal conditions so that students can adapt and contribute positively to social life.

Student Development as a Basis for Curriculum Development

Students are central to the educational process, so curriculum development must take into account their age and psychological developmental stage (Sihono & Hamami, 2025). Each individual has different characteristics and abilities according to their developmental level. Therefore, learning materials, methods, and strategies must be tailored to the needs of students to ensure effective learning.

Psychologically, students need not only intellectual development, but also emotional and social development (Besse Qur'ani, S.Pd., 2025). The curriculum must be able to provide a learning experience that is enjoyable, creative, and in line with students' thinking abilities (Nadhiroh & Anshori, 2023). Thus, education does not become a burden, but becomes a process that can optimally develop students' potential.

Furthermore, a learning approach that is developmentally appropriate for students can increase learning motivation and foster positive character. Therefore, understanding student development is a crucial factor in curriculum development.

Environmental Conditions as a Factor Influencing Education

The environment has a significant influence on the educational process because students live and develop within a specific social context (Nabilla & Desmon, 2022) . Therefore, curriculum development needs to consider environmental conditions to ensure the learning process is more contextual and relevant to students' lives.

The family, school, and community environments influence the development of students' character and behavior. A curriculum that takes environmental considerations into account can help students understand the social realities around them and help them solve the various problems they face in everyday life.

Furthermore, a region's geographic and cultural conditions can also influence curriculum development (Viola et al., 2024) . Therefore, the curriculum needs to be adapted to the needs and characteristics of each environment so that education can run effectively and provide real benefits to the community.

Development Needs as the Basis for the Relevance of Education

Education plays a crucial role in supporting national development by developing quality human resources (Abdillah, 2024) . Therefore, curriculum development must consider development needs to ensure graduates possess competencies relevant to the workplace and societal needs.

The increasingly competitive world of work demands that students possess 21st-century skills, such as critical thinking, creativity, communication, and collaboration. Curricula need to be designed to prepare students to face global challenges and modern industrial developments (Nursalim et al., 2024) .

Furthermore, the relevance of education to development needs is crucial for narrowing the gap between education and the world of work. Thus, the curriculum can be a strategic tool in creating a productive, innovative generation capable of contributing to national progress.

Development of Science and Technology in Curriculum Development

Advances in science and technology have had a significant impact on education. Technological developments have transformed the way people learn, communicate, and obtain information (Riska Aini Putri, 2023) . Therefore, the curriculum must be dynamic and adaptable to changing times.

The use of technology in learning can improve the effectiveness and quality of education (Sari & Munir, 2024) . The use of digital media, online learning platforms, and internet-based learning resources allows students to experience more interactive and flexible learning.

Furthermore, technological developments also require students to possess digital literacy skills to use technology wisely and productively (Devi & Winangun, 2024) . Therefore, the curriculum needs to be designed to equip students with skills appropriate to the needs of the digital era without neglecting moral values and character.

CONCLUSION

Curriculum development is a crucial process in determining the direction and quality of education. A good curriculum must be based on a strong foundation to meet the needs of students, society, and the times. This foundation encompasses national educational goals, sociocultural and religious contexts, student development, environmental conditions, development needs, and advances in science and technology.

The goals of national education are the primary focus in developing students with character and quality. Sociocultural and religious principles serve as the foundation of values in community

life. Student development is a crucial consideration to ensure that learning is age-appropriate and psychologically appropriate. Environmental conditions influence the educational process, so the curriculum needs to be adapted to societal conditions. Furthermore, developmental and technological developments require the curriculum to be relevant, dynamic, and adaptive to changing times.

By considering all these foundations, the curriculum can become an educational instrument capable of producing a generation that is intelligent, moral, creative, and ready to face global challenges. Therefore, curriculum development must be carried out an innovative and sustainably so that education can make a real contribution to the progress of the nation and society.

BIBLIOGRAPHY

- Abdillah, F. (2024). The Role of Higher Education in Improving the Quality of Human Resources in Indonesia. *JMM - Jurnal Masyarakat Merdeka* , 3 (1), 13–24. <https://doi.org/10.51213/jmm.v3i1.46>
- Anugrah, A., & Rahmat, R. (2024). Character Education from the Perspective of the Pancasila and Citizenship Education Curriculum (PPKn). *Indonesian Journal of Education and Learning (JPPI)* , 4 (1), 22–34. <https://doi.org/10.53299/jppi.v4i1.403>
- Besse Qur'ani, S.Pd., MP (2025). *Student Development* .
- Devi, LPSA, & Winangun, IMA (2024). The Role of Digital Literacy in Improving Elementary School Students' Technological Competence. *Citra Bakti Scientific Journal of Education* , 11 (4), 1255–1267. <https://doi.org/10.38048/jipcb.v11i4.4681>
- Firli Fangestu, IW, Siti Marpuah, Bahrissalim, & Fauzan. (2025). Changes and Innovations in Educational Curriculum in Various Countries. *Southeast Asian Journal of Islamic Education Management* , 6 (1), 1–20. <https://doi.org/10.21154/sajiem.v6i1.357>
- Hayati, CI, & Herawati, H. (2022). Islamic Religious Education Curriculum (PAI) Innovation in the Framework of Installing Local Wisdom Values. *Journal of Education Science (JES)* , 8 (2), 145–152.
- Idris, S. (2024). Foundation for Curriculum Development for Islamic Religious Education (Philosophical, Psychological, Sociological and Technological). *Tarbawy: Journal of Islamic Education* , 11 (1), 22–34. <https://doi.org/10.32923/tarbawy.v11i1.4213>
- Jurnal, B., Monika, S., Chairunnisa, R., & Aisyah, S. (2026). *Curriculum Analysis as a Learning Guide in Schools Abstract* . 7 (1), 42–50. <https://doi.org/10.46368/bjpd.v7i1.4960>
- Mahrus, M. (2021). Curriculum and Learning Management in the National Education System. *JIEMAN: Journal of Islamic Educational Management* , 3 (1), 41–80. <https://doi.org/10.35719/jieman.v3i1.59>
- Nabilla, S., & Desmon, D. (2022). THE INFLUENCE OF THE ENVIRONMENT ON CHILD DEVELOPMENT. *Zona Psikologi* , 4 (3), 66–73.
- Nadhiroh, S., & Anshori, I. (2023). IMPLEMENTATION OF THE INDEPENDENT LEARNING CURRICULUM IN DEVELOPING CRITICAL THINKING ABILITIES IN ISLAMIC RELIGIOUS EDUCATION LEARNING. *Al-Ilmi Journal of Islamic Education* , 6 (2), 293. <https://doi.org/10.32529/al-ilm.v6i2.2804>
- Nursalim, A., Nofirman, Nasril, Rais, R., & Ghazali, A. (2024). Curriculum Transformation in Indonesia: (Recent Developments and Challenges in Facing the Era of Artificial Intelligence). *Journal of Social Science Research* , 4 , 8482–8491. <https://j-innovative.org/index.php/Innovative/article/view/14138/9394>
- Ramadhan, & Syamsuddin. (2022). INTEGRATION OF RELIGIOUS AND CULTURAL VALUES IN MULTICULTURAL ISLAMIC EDUCATION. *Syafa Dwi Kalam Syahdania, Pramesti Retno Suryaningtyas* , 5 (1), 56–68.
- Regina, P., Novia, P., Asbari, M., Ananta, VD, & Alim, I. (2023). *Independent Curriculum: Relevant, Simple, and Flexible Learning Transformation* . 02 (06), 78–84.
- Riska Aini Putri. (2023). The Influence of Technology on Learning Changes in the Digital Era. *Journal of Computers and Digital Business* , 2 (3), 105–111. <https://doi.org/10.56427/jcbd.v2i3.233>
- Riyadi, S., Firdaus, A.S., Yennizar.N, Y., & Latif, M. (2025). Foundations for Islamic Education Curriculum Development. *RIGGS: Journal of Artificial Intelligence and Digital Business* , 4 (2), 712–720. <https://doi.org/10.31004/riggs.v4i2.558>

- Saidek, AR, Dhanasari, A., Apriani, R., & Azzaki, MA (2024). *Curriculum Development: Philosophical, Theological, Psychological, and Sociological Foundations*. 2 (October), 306–312.
- Sari, AP, & Munir, M. (2024). Utilizing Digital Technology in Learning Innovation to Increase the Effectiveness of Classroom Activities. *Digital Transformation Technology*, 4 (2), 977–983. <https://doi.org/10.47709/digitech.v4i2.5127>
- Sihono, S., & Hamami, T. (2025). Integration of Psychological Principles in the Development of Islamic Religious Education Curriculum. *Al-Hikmah: Journal of Religion and Science*, 22 (1), 163–175. [https://doi.org/10.25299/ajaip.2025.vol22\(1\).21245](https://doi.org/10.25299/ajaip.2025.vol22(1).21245)
- Sitika, AJ, Fadhilah, R., & Salsabila. (2025). *BASIC CONCEPTS OF CURRICULUM: POSITION OF CURRICULUM IN EDUCATION AND CURRICULUM FOUNDATIONS*. 6 (3), 310–329.
- Syaifuddin, A., Maulidiya, R., Ponijan, P., Aziz, A., Putri, CA, & Susilawati, S. (2025). Elementary Education Curriculum: Concepts, Foundations, and Principles of Development. *JIMAD: Madrasah Scientific Journal*, 2 (2), 116–120. <https://ejournal.uin-malang.ac.id/index.php/jimad/index>
- Tajuddin Noor. (2018). FORMULATION OF NATIONAL EDUCATION OBJECTIVES Article 3 OF THE NATIONAL EDUCATION SYSTEM LAW NO. 20 OF 2003. *Wahana Karya Imial Pendidikan*, 20, 1–22.
- Viola, MA, Vilanti, FA, Rahman, IA, & Setiyadi, B. (2024). *Community-Based Curriculum Analysis: Utilizing Local Content Curriculum for Contextual Education*. 12 (1).