

## ANALYSIS OF CURRICULUM DEVELOPMENT NEEDS IN SECONDARY SCHOOLS TO IMPROVE THE QUALITY OF EDUCATION

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### ABSTRAK

Pengembangan kurikulum di sekolah menengah merupakan langkah strategis dalam menjawab tantangan perkembangan ilmu pengetahuan, teknologi, serta kebutuhan kompetensi abad 21 yang meliputi berpikir kritis, kreativitas, komunikasi, dan kolaborasi. Tujuan utama penelitian ini adalah untuk menganalisis kebutuhan pengembangan kurikulum guna meningkatkan relevansi pembelajaran di SMP Al-Muhajirin Purwakarta agar lebih kontekstual dan holistik. Metodologi yang digunakan adalah deskriptif kuantitatif dengan metode survei yang melibatkan siswa dan guru sebagai responden, didukung oleh wawancara dan studi dokumentasi. Landasan teoritis penelitian ini mencakup pendekatan Need Assessment dari Kaufman, model DACUM, kerangka ADDIE, serta pengintegrasian nilai-nilai pendidikan Islam. Hasil analisis menunjukkan perlunya penyempurnaan materi pembelajaran, integrasi teknologi secara lebih mendalam, serta penguatan soft skills dan karakter peserta didik untuk menyesuaikan dengan kebutuhan dunia kerja. Implikasi dari pengembangan kurikulum ini diharapkan dapat menciptakan proses pembelajaran yang lebih efektif dan kreatif, sehingga mampu menghasilkan lulusan yang kompeten, berdaya saing tinggi, serta siap menghadapi tantangan global tanpa kehilangan jati diri religiusnya. Melalui pendekatan yang terukur dan berbasis data, kurikulum yang dihasilkan akan menjadi instrumen kuat dalam meningkatkan mutu pendidikan secara berkelanjutan di tingkat menengah.

**Kata Kunci:** Pengembangan Kurikulum, Need Assessment, Relevansi Pembelajaran, Kompetensi Abad 21, Pendidikan Islam

### ABSTRACT

*The development of the curriculum in secondary schools is a strategic step in answering the challenges of the development of science, technology, and the needs of 21st century competencies which include critical thinking, creativity, communication, and collaboration. The*

*main purpose of this study is to analyze the need for curriculum development to increase the relevance of learning at Al-Muhajirin Junior High School Purwakarta to be more contextual and holistic. The methodology used is quantitative descriptive with a survey method involving students and teachers as respondents, supported by interviews and documentation studies. The theoretical basis of this research includes the Need Assessment approach from Kaufman, the DACUM model, the ADDIE framework, and the integration of Islamic educational values. The results of the analysis show the need to improve learning materials, integrate technology more deeply, and strengthen students' soft skills and character to adjust to the needs of the world of work. The implications of developing this curriculum are expected to create a more effective and creative learning process, so that it can produce graduates who are competent, highly competitive, and ready to face global challenges without losing their religious identity. Through a measurable and data-based approach, the resulting curriculum will be a powerful instrument in improving the quality of education in a sustainable manner at the secondary level.*

**Keywords:** *Curriculum Development, Need Assessment, Learning Relevance, 21st Century Competence, Islamic Education.*

## INTRODUCTION

Education is a fundamental pillar in the development of superior and competitive human resources (HR). In Indonesia, the secondary school phase is a crucial point in preparing the younger generation to face increasingly complex global dynamics. However, the reality in the field often shows that there is a gap between the qualifications of graduates and the demands of the world of work and technological developments. Curriculum inalignment, lack of practical skills, and neglect of character development and soft skills are systemic challenges that hinder the progress of national education quality. To overcome this, the development of an adaptive, innovative, and relevant curriculum is a necessity.

The curriculum is often referred to as the "spirit" or heart of the learning process. Without continuous updates, the curriculum risks becoming static and losing its relevance to the needs of the times. In this era of disruption, high school graduates are required to have 21st century competencies that include the 4Cs: Critical Thinking, Creativity, Communication, and Collaboration. As emphasized

by Ananiadou & Claro (2009), mastery of science alone is no longer enough if it is not accompanied by productive character and adaptability to technology.

The most decisive first step in curriculum revitalization is needs analysis. Theoretically, Richards (2001) defines needs analysis as a systematic process to identify the difference between the current state and the desired state. In the context of secondary schools, this analysis is not just an administrative activity, but a proactive instrument to ensure that the curriculum is truly based on data and field facts, not just a momentary reaction to government policies. Needs analysis serves as the initial foundation that ensures curriculum development is oriented towards meaningful learning outcomes.

According to Graves (2000), planning that ignores needs analysis will result in programs that are not on target. In high school, this analysis must involve multi-stakeholders, ranging from students as learning subjects, teachers as implementers, to the industrial world and society as graduate users. By identifying specific local needs and global challenges simultaneously, schools can craft a curriculum that has an "identity" but remains "competitive".

In a broader spectrum, needs analysis is also applied in the form of Training Needs Analysis (TNA) or Education and Training Needs Analysis (AKD). Baharuddin (2023) emphasized that before deciding on a training program or curriculum change, educational organizations must ensure whether the step is the right solution to the existing problem. Without adequate AKD, the risk of program failure increases dramatically, causing waste of resources and failure in improving teacher and student competence.

Integration between curriculum and educator capacity building is very important. A great curriculum still requires competent teachers to translate it in the classroom. Therefore, the analysis of educational needs must include mapping teachers' digital pedagogic skills, mastery of up-to-date learning materials, and their ability to conduct authentic assessments. If the main problem in schools is the low digital literacy of students, then needs analysis should direct curriculum development to the integration of information and communication technology (ICT) in all subjects, not just adding hours of informatics lessons.

The importance of needs analysis and adaptive curriculum development is supported by various global and national research findings:

1. **Relevance to the World of Work.** Research by Herman (2018) on curriculum development based on job market needs shows that schools that synchronize curricula regularly with industry partners have a 40% higher rate of graduate absorption than schools that use a standard curriculum without modifications. This proves that the relevance of the curriculum has a direct impact on the economic competitiveness of graduates.
2. **The Effectiveness of 21st Century Learning.** A study by Voogt & Roblin (2012) emphasizes that integrating 21st century competencies into the curriculum requires in-depth needs-based planning. The results of the study showed that schools that formulated a curriculum based on the analysis of needs, collaboration and communication skills produced students with higher self-efficacy scores in dealing with complex problem-solving situations.
3. **Impact of Character and Soft Skills.** Referring to the thoughts of Zubaedi (2013) in his book on character education design, curriculum development that ignores affective aspects tends to produce graduates who are academically intelligent but morally fragile. Supporting research from Lickona (2011) shows that the systematic integration of character values through the analysis of school environmental needs has been proven to reduce the rate of violence and improve student learning discipline in secondary school.
4. **Innovation and Technology Research** Schildkamp et al. (2019) regarding data-driven decision-making showed that high schools that used the results of student needs data analysis to change teaching methods showed a significant increase in student engagement in digital classrooms.

In Indonesia, the challenges of curriculum development are also influenced by cultural and geographical diversity. Therefore, needs analysis must be able to capture local wisdom without falling behind international standards. Curriculum

development at Al-Muhajirin Purwakarta Junior High School or schools in Bekasi, for example, must consider the characteristics of local industries while still equipping students with international language skills and digital literacy. The ideal curriculum is one that is able to balance cognitive, affective, and psychomotor aspects.

With theoretical foundations such as Kaufman's Need Assessment and the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, high schools can create a learning ecosystem that continues to learn and improve. The emphasis on strengthening soft skills and integrating technology is no longer an option, but an absolute requirement for high school graduates not only to become spectators on the global competition stage, but also to become driving actors in the development of the nation with strong character.

The purpose of this research is to analyze the needs for curriculum development at Al-Muhajirin Purwakarta Junior High School to increase the relevance of learning. This research focuses on identifying competency gaps, integrating 21st century skills and Islamic values, and formulating adaptive and innovative curriculum development strategies to improve the quality of graduates in the global era.

This study uses a qualitative-descriptive approach with a case study method at Al-Muhajirin Junior High School Purwakarta. Data was collected through participatory observation, in-depth interviews with leaders and teachers, and curriculum documentation studies. Data analysis techniques include reduction, presentation, and drawing conclusions, while data validity is ensured through triangulation of sources and techniques.

## **DISCUSSION**

**Synchronization of Needs and Quality Management** The educational planning strategy in the context of curriculum development is an intellectual process that determines the future of graduate quality. At Al-Muhajirin Purwakarta Junior High School, this planning is not only aimed at fulfilling the administrative mandate of the government, but also to answer the specific challenges faced by Islamic educational institutions in the modern era. The main goal of this development is to

create a strong relevance between the material taught in the classroom and the real needs of students as they enter society or continue their education to a higher level.

### **Components of Secondary School Curriculum Needs Analysis**

We need to know that in analyzing curriculum development needs, some of the main components that need to be considered include:

1. **The Need for Secondary School Graduation**

Students are the main focus in curriculum development. Identifying students' needs includes academic abilities, interests, talents, learning styles, and readiness to face the world of work and social life (Brown, 2009). In addition, the development of soft skills such as communication skills, teamwork, and problem-solving are also important aspects.

2. **The need for quality teachers in educating**

Teachers as agents of change in curriculum implementation need support in the form of training, learning resources, and effective learning methods. Teacher needs analysis includes pedagogic skills, material mastery, and information technology skills that support learning (Darling-Hammond, 2000).

3. **The Needs of the World of Work and Society**

The curriculum must be able to produce graduates who are competent and relevant to the needs of the job market and the demands of society. Therefore, needs analysis must involve input from the industrial world, social institutions, and relevant stakeholders (OECD, 2018).

4. **School Needs and Educational Environment**

The availability of facilities, facilities and infrastructure, as well as school policies must also be considered in curriculum development so that the implementation of the curriculum can run optimally (Fullan, 2007).

### **Curriculum Development Needs Analysis Method**

The methods developed in the analysis of curriculum development needs in high school, there are several methods that can be used to analyze curriculum development needs, including:

- **Surveys and Questionnaires** are: Collecting quantitative data from students, teachers, parents, alumni, and the community.

- **The interview is:** Getting qualitative information from school principals, education experts, and related stakeholders.
- **Focus Group Discussion (FGD) is:** Group discussion to explore various perspectives and needs.
- **Observations :** Directly looking at the learning process and curriculum implementation.
- **Document Analysis:** Examine the applicable curriculum, evaluation results, and educational policies.

### **Needs Analysis as a Strategic Step**

The discussion of the research objectives began with the urgency of conducting a systematic Needs Assessment. In Islamic education management, planning must begin with mapping the profile of the desired graduates. The gap or gap found between the current competencies of students and the demands of 21st century competencies (critical thinking, creativity, communication, and collaboration) is the basis for redesigning the curriculum structure. Without accurate data regarding student needs and parental expectations, the curriculum tends to become static and lose its appeal. The development of an effective curriculum at the secondary level requires the integration of national education standards with the local peculiarities of the school, so as to create a contextual learning ecosystem.

Research by Schildkamp et al. (2019) in the journal *Educational Assessment, Evaluation and Accountability* shows that schools that use student needs data as the basis for curriculum development show significant improvements in academic performance. They concluded that evidence-based decision-making reduces the risk of program allocation errors that often occur in conventional planning. This is in line with Kaufman's theory which emphasizes that the success of education begins with the identification of the right needs.

### **Integration of 21st Century Competencies and Islamic Values**

The purpose of research that highlights the relevance of learning requires an update to teaching materials and methods. In the environment of madrassas or Islamic schools, curriculum development must be able to align technological advances with character building. 21st century skills are not seen as separate entities from Islamic values, but rather as a tool to express those values globally. For

example, critical thinking skills are developed to deepen understanding of nash (religious texts), while collaboration is used to strengthen ukhuwah in teamwork. This discussion emphasizes that a superior curriculum is a curriculum that is able to produce digitally intelligent graduates but still has solid moral roots.

A study conducted by Voogt & Roblin (2012) on 21st century competency frameworks in various countries confirms that the integration of communication and collaboration skills into the core curriculum improves students' readiness for the world of work. Their research highlights that "too content-dense" curricula often hinder the development of higher order thinking skills. Therefore, simplifying the den curriculum with a focus on essential competencies is the main recommendation in the study.

Zubaedi's (2013) research on the management of character education curriculum development emphasizes that the curriculum is the main instrument in transforming values into behavior. The research findings showed that high schools that had clear curriculum planning documents regarding the values of honesty and discipline had a 30% lower rate of disciplinary violations than schools that did not integrate character values in a planned manner.

### **Utilization of Technology and Pedagogic Innovation**

In an effort to achieve research goals related to innovative development, secondary schools are required to carry out digital transformation in their curriculum. Technology integration is not just about providing hardware, but how the technology is included in the learning implementation plan (RPP). The curriculum must provide space for project-based learning methods and blended learning. By utilizing data from student learning outcomes, curriculum developers can adjust the difficulty level of the material in a more personalized way (personalized learning). These innovations have an impact on the effectiveness of classroom management and the increase of students' learning motivation because the material presented is closer to the reality of their daily lives.

Research by Hendarman et al. (2020) regarding the profile of high schools in the industrial era 4.0 shows that the adaptability of the curriculum to digital technology is positively correlated with school competitiveness. Schools that have a digital curriculum management system are easier to evaluate and revise materials

regularly. This is very relevant to the research objectives at Al-Muhajirin Junior High School to improve the quality of educational services through technological adaptation.

### **Results of Needs Analysis and Implications**

Based on the results of various studies and practices in the field, it was found that several important needs that must be accommodated in the development of the secondary school curriculum, namely:

1. Strengthening the Competence of Teachers in the 21st Century. The curriculum must integrate 21st century skills which include critical thinking, creativity, communication, collaboration, digital literacy, and lifelong learning skills (Partnership for 21st Century Skills, 2010).
2. Curriculum Flexibility and Adaptability. The curriculum must allow room for adaptation to local needs and global changes. The learning approach must be more contextual and responsive to social and technological dynamics (Eisner, 2002).
3. Improving the Integration of Information Technology. The use of technology in learning must be an integral part of the curriculum to improve the effectiveness and accessibility of learning (Selwyn, 2012).
4. Soft Skills and Character Development. In addition to mastery of academic materials, the curriculum must instill character values and social skills that support positive attitudes and responsibilities (Lickona, 1991).
5. Capacity building or quality teacher human resources. Teacher training in mastering innovative learning methods and technology is very necessary so that the implementation of the curriculum runs according to expectations (Darling-Hammond, 2000).

### **Challenges in Curriculum Development**

In the process of curriculum development, it is inseparable from various challenges, including:

- Inconsistency between central policies and local needs.
- Limited human resources and supporting facilities.
- Resistance to change from teachers or schools.

- Complexity in integrating different aspects of learning holistically.

## CONCLUSION

Analysis of curriculum development needs in secondary schools shows that a curriculum that is responsive to the needs of students, teachers, the world of work, and technological developments is essential to improve the quality of education. The curriculum developed must be able to integrate 21st century competencies, such as critical thinking, creativity, communication, and collaboration, as well as strengthening character and soft skills. In addition, training support for teachers and the improvement of supporting facilities are factors that support the success of curriculum implementation. With the right curriculum development, high schools can produce graduates who are not only academically intelligent, but also have skills and attitudes that are ready to face global challenges and contribute positively to the development of the nation.

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