

CURRICULUM DEVELOPMENT IN THE DIGITAL ERA TO IMPROVE THE QUALITY OF LEARNING

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Abstract

This article aims to examine in depth the role of teachers in the curriculum development process in the digital era, focusing on their roles as both curriculum developers and implementers. This study employs a qualitative method with a content analysis approach, drawing data from scientific articles and relevant journals related to the teacher's role in curriculum development. Data collection was conducted through documentation techniques, including reading, note-taking, and categorizing important information from the sources. The findings reveal that teachers play a central role as adaptive curriculum developers by adjusting content, teaching methods, and assessments to suit students' needs and the dynamics of digital advancement. Teachers are also responsible for integrating values such as digital literacy and global citizenship. However, their role as curriculum implementers is often constrained by top-down educational policies that leave little room for innovation. Therefore, strengthening the teacher's role in both aspects is essential to meet the demands of education in today's digital era.

Keywords: *Digital Era, Curriculum, Teacher Role.*

Introduction

One of the important elements of the education system is the curriculum. The curriculum is one of the means to achieve educational goals, as well as a reference in the implementation of the teaching and learning process at all types and levels of education. The goals and patterns of life of a nation are greatly influenced by the curriculum system it implements, from the Early Childhood Education curriculum to the higher education curriculum. If there is a change in the state system, this can have an impact on changes in the education system, even on the curriculum system used. The curriculum plays a major role in education, because it is related to the direction, content, and mechanisms of education which ultimately determine the type and quality of graduates of an educational institution. In an educational institution, one of the figures who has a very vital role in curriculum development is the educator.

Educators are the spearhead of educational success who are directly involved in designing, supervising, and implementing the curriculum so that the learning process can take place properly and achieve the desired goals. In practice, the contribution of educators in compiling the curriculum often gets the spotlight. Various decisions made by the government regarding the curriculum often do not directly involve educators in learning activities. As a result, there is often an imbalance between the curriculum design from the central government and the reality of curriculum implementation in the field. Furthermore, this is what raises various crucial questions, such as how much teacher participation is in the curriculum development stages that should be a shared responsibility.

Based on this background, the formulation of the problem in this article is: What is the role of teachers in designing an adaptive curriculum? What is the role of teachers as implementers in implementing the curriculum? This problem formulation is the basis for a more comprehensive study of the contribution of teachers to curriculum development in the school environment. The urgency of the discussion of this article lies in the importance of the relationship between education policy and education implementers, namely the curriculum in the field, especially teachers. Without teacher participation in the curriculum formulation process, it is likely that the curriculum that has been prepared will be difficult to implement or apply optimally.

Teachers have a deeper contextual understanding related to the learning environment of students, student characteristics, and real needs that occur in the classroom. Therefore, strengthening the role of teachers in curriculum development will have a direct impact on improving the quality of education. The purpose of writing this article is to examine comprehensively and in depth the contribution of teachers to curriculum formulation in educational units. In addition, this article also aims to find the role of teachers in adaptive curriculum development and explore the role of teachers in curriculum implementation. Through understanding the role of teachers, it is hoped that the results of this study can be a reference for decision makers and education implementers to design a curriculum that is more relevant and appropriate to the context. In this way, the national education system will be more responsive to the demands of the times and the needs of students.

Method

The research method employed in this article is a qualitative method with a content analysis approach. This method was chosen to examine the role of teachers in the curriculum development process in the digital era, based on relevant written sources. The data sources were obtained from a variety of materials, including scientific articles and journals discussing the role of teachers in curriculum development. Data collection was conducted through documentation techniques, namely by reading, collecting, and recording key information from the various topics reviewed. Through this approach, the study aims to present a comprehensive understanding of the teacher's role in curriculum development in the digital era. The content analysis of the documents revealed that:

1. Teachers, as developers of adaptive curricula, play a central role in designing contextual, flexible, and relevant learning experiences that respond to students' needs and the dynamics of digital development. Teachers are not merely conveyors of content but also actively revise and integrate new values such as digital literacy and global citizenship.
2. As curriculum implementers, teachers often merely carry out centrally determined policies, without having the authority or space to innovate or further develop the curriculum content. The findings highlight the importance of strengthening the teacher's role both as a curriculum developer and

implementer, particularly in addressing the challenges of education in the digital era, which demands greater flexibility and innovation.

Results and Discussion

Teachers as Adaptive Curriculum Developers

Teachers play a role in designing a curriculum that is responsive to students' needs and the changing times. Field experience and direct interaction with students make teachers the primary source in curriculum evaluation and revision. Teachers are also responsible for identifying learning needs and integrating them into local curriculum planning. Curriculum development must begin with the needs of students and relevant educational goals. In this context, teachers become the main actors in aligning objectives, materials, methods, and assessments with both the realities and the individual or group needs of students. This role is also supported by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) through the *Merdeka Belajar* (Freedom to Learn) policy, which emphasizes the importance of the School Operational Curriculum (*Kurikulum Operasional Satuan Pendidikan / KOSP*) as a contextual curriculum developed directly by schools and teachers based on the characteristics of the region and the learners. When teachers are given the space to develop a local curriculum, they are able to enhance the relevance of learning, strengthen student engagement, and encourage educational innovation.

Teachers are responsible not only for delivering curriculum content but also for conducting regular assessments, revising learning content, and integrating new values such as digital literacy, environmental awareness, and global citizenship into lesson plans. A teacher's ability to critically reflect on their teaching practices is a crucial element in creating a flexible and sustainable curriculum. Thus, as adaptive curriculum developers, teachers are not merely policy implementers but also change agents who design and implement meaningful, contextual, and relevant learning for students in the digital era.

The Role of Teachers as Curriculum Implementers in the Digital Era

In this role, the teacher is merely expected to implement the existing curriculum. As a tool, the teacher simply receives various guidelines from curriculum developers. The teacher has no space to determine the curriculum content or to design the curriculum. The teacher's role is limited to executing the pre-prepared curriculum. The

objectives, materials, strategies, media, learning resources, assessments, scheduling, and all components of the curriculum content are determined by the curriculum developers. The teacher merely functions as technical staff tasked with adhering to the curriculum document. Education is an effort to help human beings exist in accordance with their dignity as humans so that they can live socially and collaborate with others in a harmonious, balanced, and aligned cooperation. Today, our education system faces various challenges, including the advancement of modern science, which demands a strong foundation of scientific knowledge and continuous mastery of skills, as well as the development of technology that enables humans to master and utilize nature and their environment—but which often becomes a threat to the sustainability of human roles. In response to these challenges, innovation in education has become inevitable and highly necessary to find fresh solutions grounded in deeper and more progressive thinking. The goal is to improve and enhance various aspects of education to make it more optimal, efficient, and productive. Currently, society exists in an era where information is highly accessible, even without the need to search actively. Advances in information and communication technology have eliminated the limitations of space and time in the dissemination of information. The presence of digital technology has given rise to a borderless information era that has transformed lifestyles entirely including within the education sector.

The current digital era has had a significant impact on learning methods, which are now required to empower students while also keeping pace with the rapid development of communication and information technology. In this context, strengthening the role of teachers cannot be the sole responsibility of the teachers themselves it requires the involvement of all relevant stakeholders, including schools, principals, school committees, and policymakers. In the future, expectations regarding teacher professionalism and their contributions to education will continue to rise, in line with the increasing complexity of issues faced in the education sector. On the other hand, several countries in the Southeast Asian region have already prioritized improving the quality of education by optimizing performance and strengthening the capacity, role, and professional competencies of their educators. In this context, teachers' ability to master and utilize information technology has become a non-negotiable necessity. However, what is even more crucial is how the education sector responds to the impacts

of rapid technological acceleration and finds ways to ensure that educational processes remain relevant and adaptive to these ongoing changes.

In the effort to design inspirational and contextual learning, there are four important aspects that require attention: (1)The strengthening of character education through role modeling, positive habits, and reinforcement; (2)The implementation of classroom management that focuses on student empowerment; (3)The integration of literacy programs into learning through structured routines and continuous development; and (4)The use of blended learning models to support flexibility and effectiveness in the teaching and learning process. Blended learning is a flexible instructional strategy that integrates conventional face-to-face learning with computer-based learning (either online or offline), along with a variety of communication options that can be utilized by both teachers and students

Conclusion

This study shows that teachers play a central role as both developers of adaptive curricula and implementers of the curriculum in the digital era. As curriculum developers, teachers are not only responsible for delivering material, but also for designing, evaluating, and revising the learning process to meet students' needs and keep up with technological advancements. This highlights the importance of giving teachers the space to create contextual curricula through policies such as *Merdeka Belajar* (Freedom to Learn).

However, in practice, teachers' roles as curriculum implementers are often limited by policies that restrict their ability to innovate. This underlines the need to strengthen the role of teachers as both designers and implementers of the curriculum through collaborative efforts involving policymakers, school principals, and the wider education community. Therefore, it is recommended that the national education system empower teachers through continuous training in technology, more inclusive curriculum policy reforms, and the creation of school environments that support digital learning innovation. In doing so, the quality of education in the digital era can be significantly and sustainably improved.

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