



EXPLORING THE BENEFITS OF CURRICULUM DEVELOPMENT FOR STUDENTS

Esamada Rose Nursaputri ^{1*}, Siti Aisyah ²

^{1,2} Universitas PGRI DELTA Sidoarjo, Indonesia

Abstract

The purpose of this study is to elucidate the meaning of curricular development and the advantages it offers to students. The advantages of curricular development, particularly for students, will be the subject of a literature study by the author. It is anticipated that the findings of this study will significantly affect pupils. It is hoped that in the future, the academic community will take the many advantages of curricular modifications seriously and fully, provided they are informed about them and understand their obvious benefits. so that the beneficial effects can be felt. The experimental studies and literature reviews published online by authorized publications with a DOI serve as the source of the data. These journals were acquired from a number of sources, including Google Scholar, Taylor & Francis, Research Gate, and others. 30 open access journals were chosen in this study so that the entire texts could be evaluated. The results of a review of several works of literature revealed three main themes of the benefits of curriculum development for students. These include relevance and real-world application, students' needs and interest fulfillment, and enhancement of critical thinking and problem-solving skills.

Keywords: Curriculum Development, Benefit, Students

* Correspondence Address:	esamadarn@gmail.com			
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INTRODUCTION

مقدمة

Curriculum is a very important element in educational settings. Grayson (2008) explained curriculum as an outline of what students will achieve when they are learning at school. The definition of curriculum was elaborated further by Mabwe (2015) that a curriculum is a planned system that includes content, skills, work habits, methods of assessment, behaviors, and instructional strategies taught in the learning environment. It also includes many kinds of extracurricular activities offered by educational institutions that have an impact on student's academic, psychological, and physical development both now and in the years to come.

The curriculum is dynamic. It will continue to change with the times. This is in line with the statement conveyed by Silawat (2023). He stated that new findings must be incorporated into the curriculum at school as the world changes continuously (Silawat, 2023). The current employment, the societal shifts, and post-graduation career opportunities are some of the factors that might influence curriculum development and adjustment (Annala & Mäkinen, 2013). Changes in politic, social, economy, technology, as well as environment also affect to the curriculum changes (Thanavathi & Vimalaswari, 2013).

According to Hidayani (2018), curriculum changes are carried out to obtain a broad and specific curriculum which can be done by carrying out the procedure of curriculum development. This procedure relates to the choice and arrangement of different elements of instructional and learning contexts, such as the scheduling of curriculum organization and the specification of recommended goals, themes, and exercises, as well as the sources and assessment instruments for curriculum development, which includes the production of unit plans, resources, and outlines.

Basically, the curriculum is created for students in educational institutions. The design of curriculum is aimed to improving students' learning (Silawat, 2023). Means that generally the curriculum is created and developed to be able to create useful learning for students. So that in the next future students can become superior individuals and be able to carry out their role in society when they graduate. This statement is supported by what was conveyed by Hidayani (2018). She conveyed that the curriculum was prepared and developed by education experts/curriculum experts, science experts, educators, education officials, entrepreneurs and other elements of society with the hope that the curriculum could improve the quality of students and able to live in the society well.

It can be concluded that changes in the form of curriculum development were made for the sake of students. We can also clarify this by explaining the procedures that must be followed in the curriculum development process. According to Soto (2015), curriculum development has several stages. The first is to determine aims. The aims determined must be in line with the school's values and ideas about what is best for the students. The second is to define the rationale. The significance and usefulness of the topic or curricular unit for the students who the developer intends to instruct must be made clear.

In the third phase, curriculum designers must decide what goals they want students to accomplish with the classes. Goals and objectives are the typical term for this. The age of the students and the school's beliefs must be taken into consideration in this situation. The curriculum developer should next determine what is needed. These needs ought to be concentrated on the requirements of the subject matter, society, and the students. Selecting Instructional Strategies and Approaches is the next step. Curriculum designers should choose strategies that will enable them to improve learning experiences and assist students learn in a meaningful way in order to meet the goals and objectives. Then there are an assessment and evaluation stage which are carried out on the impact of the curriculum on students' learning during the learning process.

From the explanation above, it seems that the goal and basis for development is the students. So, there should be many benefits from curriculum development that can be felt by students. Unfortunately, Rais (2019) stated in his research that elevation of quality education as the main of developing a curriculum never shows satisfactory results. The results of research by Dewi et al. (2023) also showed unsatisfactory results. Instead of providing an extraordinary learning experience for students, changes in the curriculum actually create new obstacles for teachers to carry out teaching and learning activities in the classroom. Teachers' limited abilities and creativity are the reasons for hampering optimal curriculum implementation.

Thirdly, research by Sitika et al. (2023) also showed the same results, namely unsatisfactory. This is because teachers have not been able to implement the curriculum in its entirety. The reasons include, among others, there are still many shortcomings in learning management, such as preparing lesson plans, implementing scientific learning and learning evaluation. Even though there are so many obstacles, the fact on the ground is that changes and

development of the curriculum have been carried out several times. With the same hope, the development that occurs is expected to have a positive impact or benefit on the academic community, especially students who will directly experience the output of the curriculum in the real world.

A lot of research on curriculum has been carried out. Especially regarding the implementation of the curriculum in schools, the readiness of the academic community in implementing the curriculum, and the academic community's views on curriculum changes. However, no one has written about what benefits will be gained from curriculum changes, especially for students as the main subjects of curriculum use. Therefore, it is very important to carry out this research to clarify the definition of curriculum change and the benefits of curriculum change for students. This research will be conducted differently. The author will conduct a literature review regarding the benefits that will be obtained from curriculum changes, especially for students.

The results of this research are expected to have a real impact on students. If the academic community receives information and knows the clear benefits of curriculum changes, it is hoped that in the future they will implement the existing changes seriously and wholeheartedly considering the many benefits of these changes. So that students can feel the impact positively.

METHOD | **منهج**

Research Design

This study used literature review approach to conduct a conceptualized systematic elaboration of how the curriculum development benefits student especially towards their learning experience. The data used are articles in the form of experimental research and literature reviews published online by approved journals that have a DOI. These journals were obtained from various databases, such as Research Gate, Taylor & Francis, Google Scholar, and others. This research used 30 open access journals so that they could be reviewed in full text. Keywords used in collecting data include curriculum, development, impact, and benefits.

A literature review needs to pose well-defined questions, identify pertinent research based on these questions, critically assess the studies that are found, and use a clear technique to summarize the material that was gleaned from the studies in order to be considered systematic. Thus, this research focuses on exploring the latest findings in the literature and detailing the various benefits that students gain from curriculum development. Journal literature used as study materials are as below:

No.	Author	Title	Journal Name	Database	Year
1.	(Murray, 2016)	Skills development, habits of mind, and the spiral curriculum: A dialectical approach to undergraduate general education curriculum mapping	Cogent Education	Taylor & Francis	2016
2.	(Abie et al., 2023)	Exploring the status of curriculum development and execution processes in the Ethiopian education system against Schwab's signs of crisis in the field of curriculum	Cogent Education	Taylor & Francis	2023

3.	(Kazemi et al., 2020)	Development and validation of a null curriculum questionnaire focusing on 21st century skills using the Rasch model	Cogent Education	Taylor & Francis	2020
4.	(Catacutan et al., 2023)	Competence-Based Curriculum Development in a Globalized Education Landscape	EXCELLENCIA: International multi-disciplinary journal of education	Google Scholar	2023
5.	(Mundiri et al., 2023)	Curriculum Development Model: The Prospect of Schools Cultivating Language Skills of Early Childhood Students	Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini	Google Scholar	2023
6.	(Azzahra et al., 2022)	Approaches and models development of 2013 Curriculum and Merdeka Curriculum	Curricula: Journal of Curriculum Development	Google Scholar	2022
7.	(Khanthayot & Chuangprakhon, 2023)	The development of local curriculum for teaching Korat Songs in Thailand	Pegem Journal of Education and Instruction	Research Gate	2023
8.	(Hao, 2023)	Research on the Development of Kindergarten-Based Curriculum with Tongyu New Year's Paintings as Curriculum Resource	Journal of Contemporary Educational Research	Bio-ByWord	2023
9.	(Alibrahim & Alrabiah, 2023)	Development in Computer Curriculum in Saudi Arabia: Systematic Review	International Education Studies	Research Gate	2023
10.	(Tompul, 2022)	Pengembangan Budaya dan Iklim Sekolah Berbasis Kurikulum Merdeka Belajar	Jurnal Syntax Transformation	Research Gate	2022
11.	(Salmon et al., 2024)	Development of Integrated Islamic School Curriculum At Junior High School Level in Islamic Boarding Schools	Jurnal Impresi Indonesia	Research Gate	2024
12.	(Aslam et al., 2024)	Curriculum implementation challenges: Development and validation of an integrated curriculum implementation challenges tool	Pakistan Journal of Medical Sciences	Research Gate	2024
13.	(Jang et al., 2023)	Development of AI Liberal Arts Curriculum for the General Public	International Journal on Advanced Science, Engineering and Information Technology	Research Gate	2023
14.	(Mortejo et al., 2023)	A Comparison of Bachelor Of Physical Education In Philippines: Input To Curriculum Development	Recent Educational Research	Research Gate	2023
15.	(Aji, 2023)	Literature Review: The Relationship between Merdeka Curriculum and Student Learning Achievement	Jurnal Pendidikan Jasmani (JPJ)	Research Gate	2023
16.	(Jamil, Bokhari, & Rafiq, 2024)	Critical Thinking Skills Development for 21 st Century: An Analysis of Biology Curriculum (2006)	Voyage Journal of Educational Studies	Research Gate	2024

17.	(Arslanyilmaz et al., 2024)	The Impact of a Computing Curriculum Accessible to Students with ASD on the Development of Computing Artifacts	Knowledge	MDPI	2024
18.	(Jamil, Batoool Bokhari, et al., 2024)	Qualitative Content Analysis for Critical Thinking and Skill Development: A Case of Chemistry Curriculum	Journal of Asian Development Studies	Research Gate	2024
19.	(Dama et al., 2024)	Curriculum Development for Al-Qur'an Hadith Subjects in Islamic School	Journal La Edusci	Research Gate	2024
20.	(Obaid et al., 2024)	Implementation of Islamic Education Curriculum Development in Integrated Islamic Schools in Southeast Sulawesi	Edukasi Islami: Jurnal Pendidikan Islam	Research Gate	2024
21.	(Butolo et al., 2023)	Principles of Curriculum Development in an Effort to Improve Learning Quality	International Journal of Advanced Technology and Social Sciences	Research Gate	2023
22.	(Rovi'i et al., 2023)	Madrasah curriculum development	Educenter: Jurnal Ilmiah Pendidikan	Research Gate	2023
23.	(Jamil, Bokhari, & Iqbal, 2024)	Incorporation of Critical Thinking Skills Development: A Case of Mathematics Curriculum for Grades I-XII	Journal of Asian Development Studies	Research Gate	2024
24.	(Hasan et al., 2023)	Principles in Elementary School Curriculum Development	International Journal of Advanced Technology and Social Sciences (IJATSS)	Research Gate	2023
25.	(Suaco, 2024)	The Integration of Sustainable Development Goals in the Secondary Science Curriculum of Cordillera Administrative Region	Diversitas Journal	Research Gate	2024
26.	(Suwarni, 2023)	Curriculum Development Management: Challenges and Opportunities in the Era of Global Education	al-fikrah: Jurnal Manajemen Pendidikan	Research Gate	2023
27.	(Ansar, 2023)	Unveiling challenges of developing and implementing medical curricula in Pakistan	Health Professions Education and Research	Research Gate	2023
28.	(Manohar et al., 2024)	Creating A More Equitable Future: Development, Implementation, And Evaluation of A Novel Surgical Disparities Curriculum For Medical Students	Global Surgical Education - Journal of the Association for Surgical Education	Research Gate	2024
29.	(Kulshreshtha et al., 2023)	The Effects of Technology-Integrated Curriculum on Student Engagement and Outcomes	Journal of Harbin Engineering University	Research Gate	2023
30.	(Satriyanto, 2023)	Analysis of the Implementation of the Independent Curriculum at Vocational High Schools (SMK) Centers of Excellence	Journal of Social Research	Research Gate	2023

RESULT | نتائج

According to Yon (2014), the curriculum is the core of education. The curriculum is dynamic so that education is also dynamic. This is proven by various curriculum changes. These changes are the result of developments that have been determined with various adjustments to various aspects. According to Thanavathi & Vimalaswari (2013), these aspects are social, politics, economy, technology and environment. This statement is supported by Rezeki et al. (2016). They stated that if changes over time in various fields can influence the education system, curriculum developments will also occur.

Apart from that, the urgency of curriculum development is useful for assist students and teachers in carrying out the education and teaching process. The more a country develops, the more knowledge it has assist students and teachers in carrying out the education and teaching process. As a country develops, the knowledge it teaches must also be developed and perfected continuously. Therefore, the development of the education and teaching process starts from curriculum development (Khoirurrijal et al., 2022).

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From the explanation above, it seems that the goal and basis for development is the students. So, there should be many benefits from curriculum development that can be felt by students. Through the literature review method, three main themes were found regarding the

benefits of curriculum development for students. These includes relevance and real-world application, students' needs and interest fulfilment, and enhancement of critical thinking and problem-solving skills. Each of these themes will be discussed in the following sections.

DISCUSSION

مناقشة

The first benefit that can be felt by students is the relevance of knowledge and its real-world application. Acknowledging the necessity for the curriculum to change over time, some nations have developed their curricula at different rates and with different approaches in recent years to better educate students for a world that is changing quickly, mainly in joining the science and technology trends (Mabwe, 2015; Pierre et al., 2020; Suwarni, 2023). The development of science and technology is a strong reason for developing the curriculum (Nur'aini & Al Farisi, 2023). The existence of curriculum development provides a guarantee for students as educational subjects to receive the latest, modern education that is in accordance with today's world.

The newest technological advancement that will profoundly affect the educational system and society is the computer. You may consider of yourself as outdated if you are not familiar with computers. You may have noticed that several schools in your neighborhood have added computer science as one of their curricula. The goal is to give the students the necessary computer knowledge and abilities. In the past before computers were invented, the curriculum would not contain content related to the ability to operate a computer. However, to adjust the knowledge gained so that it is in harmony with the life that is being faced, today's curriculum adds or integrates learning about computers.

According to Salsabila et al. (2022), adjustments in the use of the latest technology are very important so that students also feel the impact both during the teaching and learning process and outside the classroom environment. Alibrahim & Alrabiah (2023) also said the same thing in his research. They explained that the K-12 curriculum currently being implemented in Saudi Arabia requires several developments to meet students' needs for computer competency. They even suggested carrying out further research on this matter because they remembered the importance of providing knowledge that is in line with current developments, especially developments in terms of technology.

Jang et al. (2023) found that currently the most popular thing in South Korea is Artificial Intelligence (AI). So, it is necessary to develop the curriculum into an AI Liberal arts curriculum. The AI liberal arts curriculum aims to educate individuals about the AI era, its significance, problem-solving skills, and responsible use of technology.

Further, gaining knowledge that can be applied in real life provides an interesting learning experience for students (Catacutan et al., 2023). This is consistent with Soto's (2015) assertion that students experience multiple benefits and feel satisfied when they acquire the knowledge and behaviors that are implied by the objectives.

On the other hand, adjustments are not only based on developments and changes in science and technology, the curriculum is also adjusted to meet the knowledge needed in the world of work (Catacutan et al., 2023). This was discussed in research by Chan et al. (2017). The nature of employment is changing due to structural changes in the economy, the pace and character of globalization, technological innovation, and development, all of which have an impact on the skills that employers are looking for. Employers are worried that students are not

being prepared with the skills necessary in today's sectors, which are changing quickly, by the higher education programs already in place.

This concern was answered by carrying out curriculum development. According to Chan et al. (2017), students do not only need academic knowledge, so the curriculum is further developed by adding knowledge that is considered important to support their academic knowledge, namely generic skill programs including work related skill, value and attitude. To put it simply, it is highly recommended to benefit the students and industry that educational curriculum must adapt to the fast-shifting demands of the labor market and provide employers and graduates with up-to-date, pertinent training that meets their needs.

Latest case found by Manohar et al. (2024). This case occurs in the world of health education. A major need to address disparities in the surgical field is highlighted by the fact that dedicated education is particularly scarce in the undergraduate surgical clerkship. Additionally, many medical students report that their surgical education during the clerkship years was hiddenly influenced by provider biases. The Surgical Disparity Framework, which was established in 2016 at the American College of Surgeons and shows five components for framing and debating surgical inequalities, served as the foundation for the development of the Surgical inequalities Curriculum.

Curriculum development is very beneficial for students. Adjustment to the latest developments in science and technology as well as developments in today's job market needs will make it easier for students to live in the real world where students will take part in the social system and in the working era. So, the curriculum will be able to carry out its functions. The function of the curriculum for students aims to ensure that students are able to add new experiences which will later be useful and can be developed along with their development as preparation for facing the next level (Dhomiri et al., 2023; Kazemi et al., 2020).

Secondly, the benefit of curriculum development for students is that students' interests and needs are met. This fulfillment of need and interest is based on the results of teachers' observations of students during the implementation of the curriculum being used. The teachers will then provide an assessment of the suitability of the curriculum to what students want and need. If there are many gaps, teachers and other stakeholders can decide to carry out development. This development will influence the quality of the next curriculum which will also influence the quality of education received by students.

Curriculum can be defined as a guideline. The meaning of guidelines is a reference used to carry out learning and teaching activities in an educational institution (Annala & Mäkinen, 2013). According to Bahri (2017), the curriculum is a collection of learning plans made up of learning materials and information connected to a variety of activities and social interactions in the environment that are planned and organized in order to carry out teaching and learning activities with the purpose of accomplishing educational goals. More broadly, the curriculum is an assortment of ideas intended to instill in children a variety of values, including emotive, psychomotor, and cognitive values. Through acquiring this set of values, students' thought processes and behaviors will align with the previously established direction and objectives.

The quality of the curriculum will greatly determine the quality of educational output, in this case, students (Hasnul, 2011). Thus, in order to get good quality output, according to Pangestu et al. (2021) curriculum as a blueprint for education must lead on providing learning experiences for students that are well designed and implemented correctly. A good-quality curriculum is critical to all students' achievement, which means it is based on high student

expectations, has quality and relevant information, and effectively utilizes materials and other learning tools (Grayson et al., 2008).

A good quality curriculum must be based on a strong foundation. There are three main foundations, namely philosophy, sociological, and psychological (Baderiah, 2018; Bahri, 2017). I will only discuss the psychological foundations that are directly related to the subject of learning individually. The development curriculum is based on two fields of psychology: developmental psychology and learning psychology. Developmental psychology investigates individual behavior, phases, characteristics, and tasks (Baderiah, 2018; Bahri, 2017; Daum & Manfredi, 2021). Learning psychology investigates learning behavior, ideas, and other factors, focusing on the nature of learning and its implications for curriculum development (Baderiah, 2018; Bahri, 2017; Rezeki et al., 2016). Both fields of study provide useful insights into individual development.

These two fields play a very important role in analyzing students' needs and interests. According to Laila et al. (2022), interest in learning plays an important role in the learning process to produce active, effective and efficient learning. Interest in learning also influences learning achievement, the higher the student's interest, the better the learning achievement they will get (Sumiyati, 2010). Student needs are also important in the learning process. A curriculum that is able to meet the needs of each student means that students receive optimal educational services (Devianti & Sari, 2020).

Over time, the needs and interests of each student will change. Needs themselves are divided into two types, namely physical and psychological needs (Devianti & Sari, 2020). To find out what our students need, we need a tool called Need Analysis. This tool is also important in the curriculum development process. Research by Poedjiastutie & Oliver (2017) carried out a needs analysis on EFL classes to find out what students' needs were and whether those needs were met. They use the results of the Need analysis to develop the existing curriculum. This was supported by Bachtiar (2020) who stated that curriculum development based on student needs is very important to ensure the quality of educational services received by these students. The in-line statement also conveyed by Salmon et al., (2024), curriculum development carried out by Ibnu Salam Nurul Fikri Boarding school is an effort to maintain the quality of the ongoing national curriculum.

Simply, having curriculum development based on meeting students' needs and interests are very beneficial. This ensures that students receive quality educational services as a result of using a quality curriculum. In this way, students are expected to be able to achieve satisfactory results. For example, Murray (2016) stated that in his research was found that some students already had various skills needed for success but did not yet have habits of mind. Meanwhile, habits of mind are just as important as skills in achieving success. This explains that students at universities have needs in the form of forming habits of mind. According to him, this can be fulfilled through curriculum development in higher education.

The third benefit is an increase or scaffolding in critical thinking skills and problem-solving abilities. These two skills are actually developments carried out based on changes in world science and technology which influence changes in the need for skills and competencies in society.

The curriculum, especially in Indonesia, has experienced many changes. There have been at least 9 changes, namely 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013 (Insani, 2019). According to Dhomiri et al. (2023), changes to the curriculum in Indonesia have different reasons and aim to meet the needs of society and adapt to current developments. For

example, as explained by Alhamuddin (2014), in year 1947 Indonesia implemented curriculum “Rentjana Pembelajaran 1947”, which in year 1952 was changed to curriculum called “Rentjana Pelajaran Terurai 1952”. After a deep analysis, this change occurred due to the encouragement factor from knowledge aspect. In the 1952, curriculum developer tried to tailor basic life skills to the school subject.

The newest curriculum implemented in Indonesia is the Merdeka Curriculum. According to Nursaputri & Sabat (2023), Merdeka curriculum is a curriculum with intra-curricular learning variation where the material will be more appropriate for students to spend enough time exploring topics and strengthening competencies. This curriculum contains several focuses that make it different from the previous curriculum, namely literacy and numeric (Kartono & Ghasya, 2022). This development is based on the reason that Indonesia is experiencing a learning loss due to Covid-19 and is heading towards a learning crisis (Aji, 2023; Khoirurrijal et al., 2022).

Hattarina et al. (2022) in their paper explains that one of the main characteristics in the independent curriculum in overcoming learning loss that is occurring is called project-based learning. Learning is deeper and more meaningful when students are involved in creating their own knowledge, according to the constructivist learning theory, which is the foundation of project-based learning (Anazifa & Djukri, 2017; Eldiva & Azizah, 2018). Project based learning which is planned in the independent curriculum has a positive impact, namely being able to improve students' critical thinking and problem-solving skills. According to Putri et al. (2022), Since students are taught to utilize technology to find information, solve issues, and communicate, they will be able to apply the critical thinking, creative thinking, teamwork, and communication skills they develop while working on projects.

The project based learning method provides students with a project where they have to solve and manage the problems that arise (Anazifa & Djukri, 2017; Azzahra et al., 2022). The aim of project-based learning in Indonesia's newest curriculum, namely the independent curriculum, is for soft development skills and character which include faith, piety, and noble morals, mutual cooperation, global diversity, independence, critical reasoning, and creativity in students (Hattarina et al., 2022). This is very beneficial to student because according to Issa & Khataibeh (2021), when it comes to the subjects and problems they are exposed to, critical thinking trains students to exercise self-control and to maintain accuracy, dependability, and clarity.

Critical thinking skill is the ability in identifying issues and determining the appropriate response (Eldiva & Azizah, 2018; Jamil et al., 2024). It is not a new concept (Snyder & Snyder, 2008) but it is the important skill in teaching and learning process. Students will be able to generate and verify pertinent ideas, theories, and hypotheses as well as critically examine issues (Issa & Khataibeh, 2021). It makes it possible for them to make impartial, appropriate judgements and decisions devoid of bias. Also, it cultivates a scientific mentality that relies on logical thinking and evidence-based decision-making, pushing students to apply their knowledge to real-world challenges and approach them logically (Jamil et al., 2024).

This is proven by research by Elbyaly & Elfeky (2023) regarding fostering university students' critical thinking skills by project-based learning. According to the findings, project-based learning significantly and statistically significantly affects the growth of the reasoning side, which includes determining the best techniques and resources for gathering data, validating that data through analysis, and formulating conclusions and assessing potential solutions. Another research as an evidence is carried out by Sitanggung & Haryanto (2023). The research conducted compared project-based learning with conventional teaching towards elementary students. The

results show that the project-based learning method produces students who think more critically in basic science learning.

Lastly, a paper by Hatuwe et al. (2023) convey that even in early childhood education, critical thinking abilities can be successfully promoted through a deliberate and well-structured project-based learning strategy. They go on to say that the kids were able to effectively develop their capacity to recognize issues, come up with original solutions, and take into account other viewpoints. Through cooperation on PBL projects, kids also improved their social skills, cooperation, and creativity.

CONCLUSSION

خاتمة

This paper has presented a review of a lot of literature related to the benefits of curriculum development for students. The results of the review show that the benefits that students will experience consist of at least three, namely gaining knowledge that is appropriate to the times, meeting needs and adapting learning to students' interests, and the third is enhancing critical thinking and problem-solving skills.

If the curriculum at an educational institution is able to provide benefits as mentioned, it can be interpreted that curriculum development is in accordance with the stages in the process. Need analysis need to be carried out correctly so that students as subjects in education receive quality educational services.

However, the facts on the reality show different results. Some literature states that although students feel happy and interested in the new learning methods introduced in the new curriculum, students have not received good quality education. This is caused by limited facilities and infrastructure as well as limited abilities of teachers as agents who implement the curriculum. The reasons given were also varied, such as teacher unpreparedness, limited funds, lack of training, and rapidly changing curriculum.

In fact, no curriculum is perfect. There is no fixed curriculum. The curriculum will always require development that comes from assessments carried out by curriculum makers. Suggestions from researchers are for curriculum makers to continue carrying out various analyzes and assessments to develop the curriculum for a better future.

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