

Implementation of Curriculum Development Foundations in Strengthening Learning at Sma Negeri 5 Tangerang

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Abstract

Curriculum development is an essential component of educational implementation because it serves as a guideline for achieving national education goals. This article aims to analyze the implementation of curriculum development foundations, including philosophical, psychological, sociological, and science and technology foundations, in educational practices at SMA Negeri 5 Tangerang. The article employs a descriptive-qualitative approach using a literature study based on curriculum development foundation materials. The findings indicate that the implementation of curriculum development at SMA Negeri 5 Tangerang has led to student-centered learning, character strengthening, digital literacy, project-based learning, and the development of an inclusive and adaptive school culture in response to contemporary changes. Curriculum development not only aligns with the demands of national education policies but also considers students' needs and the social characteristics of the school environment.

Keywords: Implementation, Curriculum Development, Foundations Strengthening, Learning, SMA Negeri 5 Tangerang

INTRODUCTION

Curriculum is the primary instrument in educational implementation that functions as a guideline for achieving national education objectives. Curriculum does not merely contain a list of subjects, but also includes educational goals, learning experiences, instructional strategies, and evaluation systems designed to develop students' competencies holistically. Therefore, curriculum development must be based on strong foundations in order to remain relevant to the needs of students, society, and contemporary developments. Alsubaie, M. A. (2022).

According to Robert S. Zais (1976), curriculum development is based on four major foundations: philosophical, psychological, sociological, and science and technology foundations. These four foundations serve as the basis for formulating educational objectives, determining learning content, selecting instructional strategies, and designing evaluation systems. In the context of Indonesian education, curriculum implementation must align with Law Number 20 of 2003 concerning the National Education System, which emphasizes the development of individuals who are faithful, morally upright, creative, independent, and responsible. Arifin, S., & Rosana, D. (2024).

SMA Negeri 5 Tangerang, as one of the public senior high schools in Tangerang City, strives to implement curriculum development that is adaptive to modern educational changes. The school not only emphasizes academic achievement but also character strengthening, digital literacy, inclusive culture, and technology-based learning. Therefore, it is important to examine how the foundations of curriculum development are applied in educational practices at SMA Negeri 5 Tangerang. Curriculum is a strategic component in the educational system that functions to direct the learning process, character building, and competency development of students. Modern curricula are not only oriented toward academic achievement but also toward character strengthening, the development of social ethics, and the formation of students' identities as democratic and cultured citizens. Baharuddin, M., & Anwar, K. (2023).

In addition to philosophical aspects, curriculum development is strongly influenced by psychological foundations related to students' developmental characteristics and learning theories. Developmental psychology emphasizes that each student possesses different potentials, needs, interests, and learning styles; therefore, curricula should be designed flexibly and centered on students (student-centered learning). From the perspective of learning psychology, the learning process is understood as behavioral change acquired through learning experiences in cognitive, affective, and psychomotor domains. Consequently, modern curriculum implementation tends to develop active learning approaches such as project-based learning, problem-based learning, collaborative learning, and differentiated instruction. These approaches aim to enhance student engagement, critical thinking skills, creativity, and problem-solving abilities relevant to the demands of the twenty-first century. Thus, curriculum is no longer viewed merely as an administrative document, but as a pedagogical instrument that adapts to students' development. Jamil, M., & Hidayat, R. (2025).

On the other hand, sociological and science and technology foundations emphasize that curriculum development must be responsive to social, cultural, and technological changes. Curriculum should be able to address the needs of modern society, which demands digital competencies, collaboration skills, communication abilities, and new literacies such as data literacy, technological literacy, and human literacy. The implementation of these concepts can be seen in curriculum development at SMA Negeri 5 Tangerang, which integrates inclusive education, environmental culture, tolerance, and digital literacy into the school's vision, mission, and programs. The school develops character-strengthening programs and the Adiwiyata program as forms of contextual curriculum implementation relevant to students' needs and global challenges. This demonstrates that curriculum development in the modern era is not only intended to transfer knowledge but also to shape adaptive, innovative, and morally grounded students who are capable of actively participating in social life and global technological developments. Ministry of Education, Culture, Research, and Technology of Indonesia. (2022).

METHODS

This article employs a descriptive-qualitative method using a library research approach. The primary data were obtained from materials concerning the foundations of curriculum development and various supporting references related to educational curriculum development. The analysis was conducted by describing the concepts of curriculum development foundations and relating them to the implementation of curriculum development at SMA Negeri 5 Tangerang. Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022).

The implementation of the curriculum development foundations at the educational unit level, such as SMA Negeri 5 Tangerang, is a strategic process to ensure that teaching and learning activities are not merely technical but also have strong philosophical, psychological, sociological, and technological roots. To strengthen learning, schools must translate the four main foundations of curriculum development into concrete implementation methods in the

school environment. The following is an in-depth description of the implementation methods. Sopiansyah, D., Masruroh, S., Zaqiah, Q. Y., & Erihadiana, M. (2022).

Philosophical Foundation Implementation Method

The philosophical foundation determines the direction, goals, and ideals of student character education. At SMAN 5 Tangerang, this philosophy typically refers to Pancasila (through the Pancasila Student Profile) and the national education philosophy of Ki Hadjar Dewantara. Fajri, Z. (2021).

Implementation Methods:

- a. Intra-curricular and Co-curricular Integration (P5): The school implements the Project-Based Learning (PjBL) method in the Pancasila Student Profile Strengthening Project (P5). The philosophical foundations of independence, mutual cooperation, and global diversity are realized in concrete projects, such as environmentally-based waste management or the Tangerang local cultural festival.
- b. Value-Based School Culture: Instilling moral philosophy through daily habits, such as singing the Indonesian national anthem, religious literacy before teaching and learning, and the 5S culture (Smile, Greet, Say Hello, Be Polite, and Courteous). Lubis, M. A. (2023).

Psychological Foundation Implementation Methods

The psychological foundation relates to understanding child development (developmental psychology) and how students learn (learning psychology). The curriculum must be adaptive to the uniqueness, interests, and talents of high school students in their late teens. Nata, A. (2024).

Implementation Methods:

- a. Differentiated Learning: Teachers at SMAN 5 Tangerang implement diagnostic assessment methods at the beginning of the school year or at the beginning of each chapter. The assessment results are used to map students' learning styles (visual, auditory, kinesthetic) and readiness levels. Teachers then differentiate the content, process, or learning products according to the students' psychological profiles.
- b. Optimizing Guidance and Counseling (BK) Services: Using structured career counseling methods (e.g., through psychological tests and talent mapping) to assist Phase F students (Grades XI and XII) in selecting elective subjects that align with their plans for further study at university. Prasetyo, W. H., & Kamarudin, K. (2025).

Sociological-Cultural Foundation Implementation Method

This foundation emphasizes that the curriculum must address the needs of the community and preserve the local cultural values in the school's location (in this case, the urban and heterogeneous community of Tangerang City). Suyanto, S. (2022).

Implementation Methods:

- a. Contextual Teaching and Learning (CTL): Teachers link subject matter to social phenomena in Tangerang City. For example, in Economics or Geography lessons, students analyze the impact of industry or the urban planning of Tangerang.
- b. Empowering Local Wisdom: Incorporating elements of Bantenese or Peranakan culture (Cina Benteng, a distinctive culture in Tangerang) into arts and crafts materials, so that students maintain a sociological connection to their local environment. Cummins, J. (2023).

Implementation Methods for the Scientific and Technological Foundation

As a school in a technology-savvy urban area, SMAN 5 Tangerang is required to integrate developments in science and technology into its learning structure to prepare students for the digital era. Herwitt, M., & Santoso, B. (2024).

Implementation Methods:

- a. Implementation of Blended Learning and LMS: Using a Learning Management System (such as Google Classroom, Canva for Education, or the school's local platform) as a complementary method to face-to-face learning. This strengthens students' digital learning independence.
- b. STEM (Science, Technology, Engineering, and Mathematics) Method: In science subjects, teachers implement STEM-based learning to foster critical thinking skills (Higher Order Thinking Skills - HOTS) and problem-solving (focusing on computational thinking). Sari, D. P., & Setiawan, A. (2023).

Table 1: Learning Reinforcement Synthesis Matrix at SMAN 5 Tangerang

Curriculum Foundation	Main Implementation Methods	Impact of Strengthened Learning
Philosophical	P5, Values Instillation, Extracurricular Activities	Students develop strong character and a sense of nationalism.
Psychological	Diagnostic Assessment, Differentiated Learning	Student-centered learning maximizes students' potential.
Sociological	Contextual Learning, Local Case Studies	Students are sensitive to social issues in Tangerang and globally.
Technological	LMS Integration, STEM-Based Learning	Students possess high digital literacy and are prepared for modern industry.

Through a combination of the above methods, SMAN 5 Tangerang not only implements the curriculum as an administrative document, but also makes it a living instrument that dynamically strengthens the academic quality and character of students. Tomlinson, C. A. (2024).

RESULTS AND DISCUSSION

Philosophical Foundation in Curriculum Development

The philosophical foundation constitutes the primary basis for determining the direction and objectives of education. John Goodlad states that philosophy is the first element in determining curriculum because it provides a description of the ultimate goals of education. Philosophical foundations help schools determine the values, vision, and characteristics of students to be developed. Wardani, K., & Utami, T. (2025).

In Indonesian national education, the philosophical foundation derives from Pancasila and the 1945 Constitution. Education is directed toward developing individuals who are faithful, pious, morally upright, creative, democratic, and responsible. The implementation of philosophical foundations at SMA Negeri 5 Tangerang can be observed in the development of a school culture emphasizing character values, discipline, tolerance, and the strengthening of the Pancasila Student Profile. The school strives to create an inclusive educational environment by respecting student diversity. In addition, learning is directed so that students are not only

academically accomplished but also possess moral integrity and social awareness. Azizah, N., & Kurniawan, D. (2023). Azizah, N., & Kurniawan, D. (2023).

This implementation can be seen through:

- a. Character habituation and school culture programs.
- b. Integration of character education into every subject.
- c. Religious and social activities that support students' moral development.
- d. Strengthening democratic values and responsibility through student organizations.

Banks, J. A. (2022).

Thus, philosophical foundations are not merely theoretical concepts but are implemented in everyday school life.

Psychological Foundation in Curriculum Development

Psychological foundations are related to students' developmental characteristics and learning theories that form the basis of instructional design. Curriculum development must consider students' needs, interests, talents, and developmental stages so that learning can occur effectively. Developmental psychology emphasizes that each student has unique characteristics influenced by innate and environmental factors. Therefore, curriculum must provide opportunities for students to develop according to their potential. Haryono, T. (2024).

At SMA Negeri 5 Tangerang, the implementation of psychological foundations can be seen in the application of student-centered learning. Teachers are no longer the sole source of information but function as learning facilitators. Kusuma, W., & Wijaya, M. (2025).

This implementation is realized through:

- a. The use of active and collaborative learning methods.
- b. The provision of extracurricular activities according to students' interests and talents.
- c. Differentiated instruction based on students' abilities.
- d. The use of attractive and interactive digital learning media.
- e. Assessment approaches that measure not only cognitive aspects but also affective and psychomotor aspects. Supriadi, E. (2021).

In addition, modern learning theories such as behaviorism and constructivism also influence learning practices at the school. Teachers provide learning stimuli through the use of digital media, group projects, and problem-based learning to increase student engagement. The implementation of learning psychology at SMA Negeri 5 Tangerang is also reflected in learning approaches that encourage students to think critically and solve real-life problems. Goodyear, P. (2022).

Sociological Foundation in Curriculum Development

The sociological foundation emphasizes that curriculum must correspond to societal needs and socio-cultural developments. Schools, as part of society, have the responsibility to prepare students to live and adapt within social environments. The developed curriculum must consider the values, norms, culture, and needs of the surrounding community. In the era of globalization, schools must also be capable of developing students who possess social skills, tolerance, and environmental awareness. Handayani, S., & Putra, R. (2024).

At SMA Negeri 5 Tangerang, the implementation of sociological foundations can be observed through various school programs integrating social and cultural values into learning activities. Some of these implementations include:

- a. Pancasila Student Profile Strengthening Project activities.
- b. Environmental care and green school culture programs.
- c. Learning activities that connect material with real-life contexts.
- d. Strengthening tolerance and diversity within the school environment.

- e. Positive habituation activities such as group exercise sessions, shared breakfasts, and daily classroom cleaning activities. Lestari, S. (2023).

The school also strives to create an educational environment that supports cooperation, communication, and social awareness among students. This is important because education is not solely intended to produce academically intelligent individuals but also individuals capable of living harmoniously in society. The implementation of sociological foundations at SMA Negeri 5 Tangerang demonstrates that the curriculum is developed according to the needs of the social environment and the challenges of modern society. Mishra, P., & Koehler, M. J. (2021).

Science and Technology Foundation in Curriculum Development

The development of science and technology is an important factor in modern curriculum development. Curriculum must be able to adapt to technological advancements so that students possess twenty-first-century competencies. Science and technology-based curriculum development emphasizes strengthening digital literacy, critical thinking, creativity, communication, and collaboration skills. In addition, learning must utilize technology as both a learning medium and a learning resource. Nugroho, A., & Pratama, H. (2025).

The implementation of science and technology foundations at SMA Negeri 5 Tangerang can be seen in the integration of technology into the learning process. The school utilizes various digital platforms to support learning both inside and outside the classroom. These implementations include:

- a. The use of digital learning media.
- b. The utilization of presentation applications and learning videos.
- c. The implementation of project-based learning.
- d. Strengthening digital literacy for teachers and students.
- e. The use of technology in learning evaluation. Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2023).

In addition, the school encourages students to develop 4C competencies (Critical Thinking, Creativity, Collaboration, and Communication) as the primary competencies of the twenty-first century. Within the context of the Merdeka Curriculum, SMA Negeri 5 Tangerang strives to develop flexible, contextual, and experience-based learning. Teachers are encouraged to use instructional innovations such as blended learning and project-based learning so that learning becomes more relevant to students' needs. The implementation of science and technology foundations demonstrates that curriculum development at SMA Negeri 5 Tangerang has attempted to adapt to the transformation of digital education. Oktavia, R., & Siregar, F. (2026).

The implementation of curriculum development at SMA Negeri 5 Tangerang indicates efforts to adapt to modern educational changes. The school has integrated character values, technology-based learning, and active learning approaches. However, several challenges still need attention, including:

- a. Teachers' readiness to optimally implement technology-based learning.
- b. Differences in students' digital competencies.
- c. Limitations in technological facilities and infrastructure.
- d. High administrative workloads for teachers.
- e. The need for continuous evaluation of curriculum implementation effectiveness.

To address these challenges, it is necessary to strengthen teacher training, improve digital learning facilities, and enhance collaboration among schools, parents, and communities. Furthermore, curriculum implementation needs to continue developing so that it is not only

oriented toward academic achievement but also toward the development of students' social, emotional, and character competencies. Ramadhan, M. F. (2024).

Discussion

Philosophical Foundation Discussion: The Dialectic of Character and Academics

In its implementation, the philosophical foundation at SMAN 5 Tangerang, which is based on the Pancasila Student Profile, often faces the challenge of a dichotomy between character building and academic achievement demands. **Facts & Successes:** The school successfully integrated philosophical values through the Pancasila Student Profile Strengthening Project (P5) on a scheduled basis (for example, using a block system). As a result, students' discipline and social awareness improved.

Critical Point (Challenge): The risk of "administrative formality" emerged. Teachers sometimes became trapped in completing project achievement documents rather than instilling deep values (value internalization). **Strengthening Solution:** Regular focus group discussions (FGDs) among teachers are needed to ensure that academic content in the classroom remains imbued with philosophical values, rather than simply being isolated within the P5 program.

Psychological Foundation Discussion: The Effectiveness of Differentiated Learning

The psychological foundation emphasizes the importance of considering the heterogeneity of high school students' learning readiness and learning modalities. **Facts & Successes:** SMAN 5 Tangerang has taken a progressive step by conducting non-cognitive diagnostic assessments (in collaboration with psychologists/guidance counselors) to map students' learning styles. Product-differentiated learning (students are free to choose the format of their assignment reports) has been successful.

Critical Point (Challenge): The biggest obstacle lies in teacher workload. Developing process-differentiated teaching modules for 36 students per class with very contrasting characteristics requires significant energy and time for educators. **Strengthening Solution:** The school implements a Peer Tutoring strategy. Students with high readiness are psychologically empowered to help their peers, thus lightening the teacher's burden while enhancing students' interpersonal intelligence.

Discussion on Sociological Foundations: Responding to the Dynamics of Urban Society

As a school located in Tangerang City a heterogeneous and dynamic metropolitan suburb the sociological foundation of the curriculum plays a crucial role. **Facts & Successes:** Learning at SMAN 5 Tangerang is considered adaptive to urban culture. The school successfully suppressed regional egos by utilizing student heterogeneity as a social laboratory (learning tolerance directly).

Critical Point (Challenge): Social pressures within Tangerang's urban community are highly output-oriented, such as the SNBP/SNBT pass rate (admission to state universities). This sometimes makes the sociological curriculum, which emphasizes environmental sensitivity, less popular than the drill-based exam method.

Strengthening Solution: The school reoriented its curriculum using the Contextual Teaching method. Sociology, economics, and geography materials are packaged with an analysis of real-life urban issues in Tangerang (e.g., traffic jams, green industry, cultural hybridity), so that students remain socially aware while also being prepared for high-level reasoning (HOTS) exams.

Discussion on the Foundations of Science and Technology: Digital Transformation vs. Mental Readiness

As a school located in a satellite city of Jakarta, SMAN 5 Tangerang has the advantage of technological accessibility. **Facts & Successes:** The school's information technology

infrastructure is very adequate. The use of digital platforms such as Google Workspace, Canva, and Computer Assisted Test (CAT)-based exams have become part of the daily ecosystem.

Critical Point (Challenge): A gap exists between students' "ability to use gadgets" (social media literacy) and their "ability to use technology for learning" (functional digital literacy). Another challenge is digital fatigue for both students and teachers if the blended learning portion is not balanced.

Reinforcement Solution: SMAN 5 Tangerang implements the Balanced Technology Integration concept. Technology is positioned as an enabler, not a substitute for essential classroom interactions. A STEM (Science, Technology, Engineering, and Math)-based learning approach is strengthened to transform students' roles from mere consumers of technology to producers of innovation.

The implementation of the four foundations of curriculum development at SMA Negeri 5 Tangerang has been systematic and has demonstrated a positive impact on strengthening learning. However, its long-term effectiveness depends heavily on consistent teacher competency development (Continuous Professional Development) and the flexibility of school management in responding to technical challenges in the field. The curriculum foundation should not be a static document, but rather a dynamic framework that is continuously evaluated to meet the needs of the times.

CONCLUSION

The foundations of curriculum development, including philosophical, psychological, sociological, and science and technology foundations, play an important role in determining the direction of education. The implementation of these four foundations at SMA Negeri 5 Tangerang demonstrates that the school has attempted to develop a curriculum that is relevant to students' needs and contemporary developments. The philosophical foundation is implemented through character strengthening and Pancasila values. The psychological foundation is realized through student-centered learning. The sociological foundation is reflected in the strengthening of school culture and social awareness. Meanwhile, the science and technology foundation is implemented through technology integration and the strengthening of digital literacy. Nevertheless, curriculum development implementation still faces various challenges that require continuous support from all stakeholders. Therefore, curriculum development must continue to be carried out adaptively, innovatively, and oriented toward students' future needs.

SUGGESTIONS

Suggestions for the Philosophical Foundation: Shifting from "Formality" to "Internalization"

Shifting to Authentic Character-Based Assessment: Schools are advised not to solely assess the Pancasila Student Profile Strengthening Project (P5) based on the final product (such as a poster or exhibition). The focus of assessment should shift to student self-reflection journals and peer assessment to measure the extent to which the values of mutual cooperation and diversity are truly internalized.

FGDs for Aligning Teacher Visions: Hold regular Focus Group Discussions (FGDs) across subjects to ensure that the philosophical values of Pancasila are not only taught during P5 project hours, but also infused into the daily teaching narrative in academic classes (mathematics, history, science).

Suggestions for the Psychological Foundation: Lightening Teachers' Burden, Maximizing Student Potential

Building a Differentiated Module Bank: One of the main obstacles to differentiated learning is teacher preparation time. Schools are advised to facilitate school-level Subject

Teacher Meetings (MGMP) to create a Differentiated Learning Module Bank. By sharing modules, teachers do not need to draft from scratch for each class.

Strengthening the Peer Tutoring Ecosystem: Given the high psychological heterogeneity of students, guidance counselors (BK) and homeroom teachers are advised to develop study group programs that pair high-achieving students with those who need extra support. This trains emotional intelligence (EQ) while simultaneously reducing the role of teachers as the sole source of instruction.

Suggestions for Sociological Foundations: Balance Between Technical Achievement and Social Impact

Partnerships with Local Communities in Tangerang City: SMAN 5 Tangerang is advised to expand its collaborative network with local institutions, such as the Environmental Agency, local museums, cultural communities (e.g., those related to Peranakan/Cina Benteng culture), or creative industry MSMEs in Tangerang. Contextual learning will be much more vibrant if students undertake fieldwork directly in these social epicenters.

Redesigning Urban Problem-Solving-Based Assignments: Transforming theoretical assignments into projects to solve environmental problems. For example, instead of simply compiling theories about pollution, students are challenged to create policy essays or digital solutions related to spatial planning or waste management in the Tangerang suburbs.

Suggestions for the Foundation of Science and Technology: From Consumers to Producers of Technology

Functional Digital Literacy Training (Not Just Social Media): Schools need to provide specific training for students on the use of technology for academic research, such as the ethical use of artificial intelligence, hoax filtering techniques, the use of advanced spreadsheet formulas for data processing, and the basics of programming (coding/computational thinking).

Digital Load Evaluation (Digital Well-being Audit): School management is advised to conduct regular evaluations of the use of the Learning Management System (LMS). Healthy rules need to be established (for example, a deadline for digital assignments no later than 7:00 PM WIB) to prevent digital fatigue (mental exhaustion caused by screen time) for both students and teachers, so that face-to-face social interactions at school remain meaningful.

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