

Chapter 16

The Instructional Design of Language Curriculum Development

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1. INTRODUCTION

The Independent Curriculum is an educational reform launched by the Indonesian Ministry of Education, Culture, Research, and Technology in response to long-standing challenges in the national education system (Hunaepi & Suharta, 2024; Sarson et al., 2024). It aims to provide a more flexible, inclusive, and student-centered approach to learning. The curriculum replaces rigid content delivery with a framework that emphasizes competency development, local relevance, and character education aligned with national values. It is applicable across primary, secondary, and upper secondary education, including both general (SMA/MA) and vocational (SMK/MAK) tracks.

The Independent Curriculum is a curriculum with varied intraclass learning, where the content is more focused, allowing students

sufficient time to understand concepts and strengthen their skills. This Curriculum is a major step in improving education in Indonesia. It aims to make learning more flexible, student-centered, and focused on essential skills (Amiruddin et al. 2023). Since its launch in 2019, it has gone through development, trials, and expansion, and continues to be improved to support better learning outcomes.

This chapter section outlines the foundational structure and instructional design of the Language Curriculum Development course is a key 2-credit component within the English Language Education (Tadris Bahasa Inggris) Study Program UIN Antasari Banjarmasin. Positioned to bridge theoretical knowledge and practical application, the course is specifically designed to equip pre-service English teachers with the necessary competencies to analyze, design, and implement effective English as a Foreign Language (EFL) curriculum, with a particular focus on the junior and senior high school levels (Christison & Murray, 2021). The design emphasizes a synthesis of global curriculum theories and context-specific implementation within the national educational system (Richards, 2001).

2. INSTRUCTIONAL DESIGN

2.1 Course Content and Topics

The curriculum covers both foundational and applied topics essential for a comprehensive Language Curriculum Development (LCD) course. In the first meeting, the students are introduced to the lecturer's semester lesson plan and sign the study contract. The core content includes the origins, historical overview, and key processes in LCD (from syllabus design to full curriculum implementation) (Richards, 2001; Wallace, 2019) for the second meeting. In the third meeting, critical analytical skills are developed through modules on environment, situation, and needs analysis in language programs, a crucial initial step in any effective curriculum design (Macalister &

Nation, 2019). Further theoretical grounding encompasses core design elements, such as establishing principles, setting goals, selecting content, sequencing content, and determining the appropriate format and presentation to achieve learning outcomes for the fourth and fifth meetings. Monitoring, assessment, and evaluation in curriculum development (Marlina, & Mardiana 2023) are the essential components of quality curriculum design, are discussed in the sixth meeting. Specialized content areas include an examination of different approaches to curriculum design, the implementation of negotiated syllabuses, and the analysis of various curriculum typologies: linguistic-based, content-based, learner-centered, and learning-centered models in the seventh and eighth meetings.

For the middle test on the ninth meeting, the students are asked to answer the essay questions that are related to the materials that have been discussed before. This examination tests the students' understanding of curriculum design and development in English language education. It covers curriculum design processes, the differences between syllabus design and curriculum development, and how factors like environment, situation, and needs analysis affect these areas. The learners will also be assessed on curriculum principles, design approaches, setting goals, learning outcomes, and quality assurance, including monitoring, assessment, and evaluation. The examination also examines how teaching practices relate to curriculum design, the concept of negotiated syllabi, and how curriculum theory applies to language learning.

For the tenth until the fifteenth meeting, the materials covered the theoretical basis is further supported by exploring the implications of curriculum theory on the language process (Sanborn, 2019) and the development of literacy across the curriculum (Clark, 2018; Lin, 2018). A crucial applied module is dedicated to the study of the national Independent Curriculum in Indonesia (*Kurikulum Merdeka*), covering its history, structural components, and practical application

documents (e.g., Promes, Prota, and ATP). In addition, for the final test on the sixteenth meeting, the students are asked to answer the essay questions. This examination tests curriculum concepts in English language education. Students must explain the strengths and challenges of linguistically based curricula and show knowledge of content-based curriculum models. They must describe how learner-centered and learning-centered curricula differ and suggest ways to promote literacy in the English curriculum. The exam covers the Independent Curriculum, its components, main features, and planning tools like Prota, Promes, and ATP. Students must also reflect on teaching practice and suggest strategies to improve future teaching and learning.

2.2 Teaching Method

The instructional methodology is blended, combining traditional theoretical delivery with active, participatory learning strategies. Lecturing is utilized to provide the necessary theoretical foundations and domain knowledge (Hamilton, 1990). However, this is significantly augmented by interactive methods, including Discussion and Collaborative Learning, implemented through both Individual and Group work (Chappell, 2014). This blended approach is intended to transition students from passive knowledge reception to critical engagement and collaborative problem-solving, which are vital skills for curriculum practitioners (Hasbi et al., 2025a; Hizriani et al., 2022; Nor & Wijaya, 2023; Trinovata et al., 2025).

2.3 Teacher and Student Roles

The instructional model dictates an evolving role for the educator and a fundamentally active role for the student. The teacher's role shifts from being a content transmitter during lectures to that of a facilitator and guide within discussion and collaborative settings, primarily focused on directing student analysis and reinforcing the synthesis of complex concepts (Soifer, 1990). Conversely, the

student's role is one of active construction and production. Students are expected to move beyond the classroom texts by collecting information from diverse sources, undertaking critical analysis of curriculum theories, and describing/presenting their analytical findings. This student-centered expectation reinforces the development of independent research and critical thinking skills (Lambert, 2018; Sukandi & Hasbi, 2024).

2.4 Activity Types

The core learning activities are centered on research, analysis, and presentation. Students are continually engaged in tasks that require them to analyze and describe the various elements of the curriculum development cycle, such as principles, goals, sequencing, monitoring, and different curriculum models (Hasbi et al., 2026b). The emphasis on gathering information from diverse sources ensures that learning is grounded in both academic literature and practical reality.

2.5 Materials and Media

Instructional media are diversified to support multi-modal learning. Standard classroom technology includes the projector for visual delivery, supplemented by digital resources such as YouTube for dynamic content, and E-Books as the primary textual source. The course is structurally supported by an extensive and authoritative reference list (Richards, 2001; Macalister & Nation, 2019), ensuring robust theoretical grounding and relevant local application.

2.6 Assessment and Evaluation

Assessment is continuous, holistic, and weighted towards summative evaluations. The final score is calculated using the formula: Final Score = 30% assignment score + 30% middle test score + 40% final test score. Here, assignment score represents the average score for active participation and weekly assignments, middle test score is the Mid-Semester Exam, and final test score is the Final Semester Exam. Crucially, the evaluation framework explicitly targets

both Affective and Psychomotor domains. Detailed rubrics are employed for assessing: (1) Presentation Performance, which evaluates oral communication skills based on clarity, grammar, vocabulary, fluency, and comprehension; and (2) Written Tests, which grade the quality of academic responses according to logical argumentation, conceptual accuracy, and formal grammatical usage (Wallace, 2019).

3. RECOMMENDATION

The instructional design for the Language Curriculum Development (LCD) course demonstrates a strategic and coherent framework. The strength of the course lies in its commitment to integrating global LCD theories with a mandated focus on national educational practice (Kurikulum Merdeka). The balanced assessment model, which allocates significant weight to both presentation skills (Psychomotor/Socio-communicative) and cognitive mastery (Written Exams), aligns well with the holistic preparation required of modern language educators.

A potential recommendation for further enhancement is to increase the weighting or scope of project-based learning. While the current model emphasizes analysis and description, introducing a capstone project such as the requirement to develop and justify a complete, contextually tailored curriculum prototype for a specific level would reinforce the synthesis of all learned modules and maximize the course's practical utility, ensuring a seamless transition from theoretical understanding to professional implementation.

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