E-ISSN : 3026-6556
ANJASMORO
ISLAMIC INTERDISCIPLINARY JOURNAL

# Integration of Technological Curriculum Models and Academic Subjects; Efforts to Balance Digital Literacy and Depth of Material

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## ABSTRACT

The acceleration of digital education in Indonesia is currently confronted with the issue of a technology skills divide and conventional curriculum frameworks that tend to be theoretical and fragmentary. To anticipate these challenges, this study aims to conceptualize curriculum reconstruction through an eclectic-integrative approach to fully facilitate learners' multidimensional development. The methodology employs a qualitative approach with descriptive analysis techniques, utilizing a theoretical review of classical to contemporary curriculum models, an evaluation of the Kurikulum Merdeka policy, and case study explanations from both formal and non-formal educational institutions. The results suggest that the structural limitations of traditional and progressive design models can be bridged through the synchronization of horizontal and vertical organizational dimensions. This eclectic-integrative formula simultaneously unifies the strengths of academic orientation (subject-centered), humanization (learner-centered), and social problem resolution (problem-centered). Through a cohesive integration of instructional phases spanning the consolidation of scientific foundations, internalization of affective values, and execution of social actions, this model is projected to be highly accelerative in enhancing digital competence, aligning outcomes with the Profil Pelajar Pancasila, and fostering tangible community empathy. This study concludes that the eclectic-integrative pattern serves as a visionary, adaptive, and contextual curriculum foundation to reform the national educational landscape in the modern era.

**Keywords**: Curriculum Reconstruction, Eclectic-Integrative, Digital Era Education, Independent Curriculum

E-ISSN : 3026-6556
ANJASMORO
ISLAMIC INTERDISCIPLINARY JOURNAL

## INTRODUCTION

Curriculum design plays a strategic role as an educational blueprint implemented by educational institutions to optimize the full human potential of students in a structured manner. At the macro level, curriculum organization serves as a guide that maps the scope of material, sequence, and grade placement to address the dynamic disruptions of the era. However, the reality of contemporary education is currently facing massive cultural and technological challenges, marked by the accelerated transition to a digital-based learning system post-pandemic. Unfortunately, this massive integration of ICT has actually triggered a disparity in technological skills (a skills divide), where the focus of the problem shifts from the accessibility of physical devices (the access divide) to the inequality in the capacity to utilize technology productively. This real situation is emphasized by the low competitiveness of the community's digital competence at the global level. In schools, students' use of devices is still dominated by entertainment and social media, rather than independent learning platforms. This phenomenon is exacerbated by the persistence of conventional, teacher-centered instructional patterns. This disparity is further underscored by the IMD World Digital Competitiveness Ranking, which places Indonesia 53rd out of 64 countries, reflecting the slow pace of digital productivity readiness. The predominant use of devices for entertainment and social media rather than independent learning platforms aligns with the findings of national reports, which show that Indonesia's digital literacy index has not yet reached the "very advanced" stage, particularly in the digital skills and digital safety pillars. Furthermore, the OECD's global Teaching and Learning International Survey (TALIS) report also indicates that despite increasing device adoption, conventional teacher-centered instructional patterns persist due to the weak pedagogical integration of technology by educators in the classroom. Consequently, the national curriculum is considered less adaptive due to a learning orientation that relies solely on theoretical cognitive memorization and neglects social conflict resolution. If left unchecked, this rigid dichotomy will lead to fragmented, verbalistic student understanding, while simultaneously neglecting children's emotional and social aspects.

To intervene in this structural problem, the formulation of a well-established theoretical foundation is absolutely necessary. Historically, curriculum design has often been trapped in the fragmentation of three contradictory traditional paradigms: subject-centered design, which

E-ISSN : 3026-6556
ANJASMORO
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focuses on the logical but passive transmission of knowledge; learner-centered design, which prioritizes humanization and emotional comfort; and problem-centered design, which orients toward social reconstruction to resolve societal crises. In practical implementation, relying absolutely on a single axis will limit the effectiveness of education in facilitating the learner's dimensions in a balanced manner. Therefore, reconstruction through an eclectic-integrative framework presents a harmonious solution. This approach synthesizes the advantages of the three models into a holistic instructional ecosystem by adopting the objectivity of the Tyler Model, the flexibility of the Taba Model in diagnosing real needs, and the principles of Critical-Transformative Theory to produce moral agents of social change. In Indonesia, this direction of reform aligns with the essence of the Independent Curriculum, which combines academic acumen with character building through the Pancasila Student Profile Strengthening Project (P5). Although previous research has extensively discussed the efficiency of technological models such as CAI or the partial superiority of the humanistic curriculum in the Independent Curriculum, most of these studies remain trapped in fragmented discussions. There is no reconstruction model that explicitly synthesizes the coordination of horizontal and vertical organizational dimensions to unify the structural limitations of academic, humanistic, and social orientations simultaneously within a single digital ecosystem. This research gap underlies the importance of this study. The novelty of this research lies in the formulation of an eclectic-integrative model that does not simply align the three traditional paradigms but also adopts the objectivity of the Tyler Model, the diagnostic flexibility of the Taba Model, and the principles of Critical-Transformative Theory into a three-phase learning unit design that is adaptive to digital technology disruption.

Based on this situational analysis, this study aims to conceptualize curriculum reconstruction based on an eclectic-integrative formulation, analyze the coordination of horizontal-vertical organizational dimensions, and formulate an integrated learning unit design that is adaptive to the challenges of the digital era while relevant to the attributes of the Pancasila Student Profile. By achieving these objectives, this research is expected to provide a theoretical contribution in enriching the epistemological treasure of curriculum development, particularly in strengthening the integrated philosophical foundation as an alternative solution to the polarization of traditional design. Practically, the output of this study is projected to

E-ISSN : 3026-6556
ANJASMORO
ISLAMIC INTERDISCIPLINARY JOURNAL

become an operational guide for educators to transform their role as facilitators of collaborative-reflective learning environments through three instructional phases (scientific foundation, affective internalization, and transformative action), as well as becoming a reference for a contextual curriculum model for policymakers in reforming the national education landscape on both formal and non-formal paths.

## RESEARCH METHOD

This research applies a qualitative approach with descriptive analysis methods to deeply examine the phenomenon of curriculum model reconstruction and harmonization in the modern education ecosystem. This research is designed as a conceptual paper using a qualitative approach with descriptive analysis methods. As a conceptual paper, the main focus of this study is not to test empirical field data, but rather to conceptualize, analyze, and synthesize textual data, policy documents, and classical to contemporary curriculum theories to produce a functional eclectic-integrative curriculum model formula. The main focus of the descriptive method in this study is to conceptualize, analyze, and synthesize textual and contextual data to produce a functional eclectic-integrative curriculum model formula. The data sources for this research are classified into three main categories obtained through rigorous documentation study techniques and literature reviews. First, theoretical data sourced from classical and contemporary literature on curriculum development, specifically covering the anatomy of Subject-Centered Design, Learner-Centered Design, Problem-Centered Design, and the procedural model from Tyler and Taba. Second, policy data covering official documents on the implementation of the Independent Curriculum, regulations regarding the Pancasila Student Profile Strengthening Project (P5), and national digital competency reports. Third, contextual data obtained from empirical records and scientific publications regarding case studies of curriculum implementation at SDN Kenalan and Kuttab Al-Fatih Yogyakarta. The selection of SDN Kenalan and Kuttab Al-Fatih Yogyakarta as case studies in the empirical document review was based on purposive sampling. These two institutions were chosen because they represent successful examples (best practices) of contextual curriculum reconstruction; SDN Kenalan represents the formal pathway with successful multicultural integration based on local

E-ISSN : 3026-6556
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culture, while Kuttab Al-Fatih represents the non-formal pathway that successfully implemented integrated broad field design.

The main instrument in this qualitative research was the researcher herself (human instrument), who acted as planner, collector, analyst, and interpreter of the data. To ensure the validity of the collected data, this study employed a triangulation technique across data sources, where data from curriculum theory was cross-checked with government policy regulations and practical realities in the field. The data analysis process was conducted systematically, following an interactive model that encompassed three simultaneous stages. The first stage is data reduction, which involves selecting, focusing, and simplifying raw data regarding curriculum characteristics to ensure relevance to the problem formulation. The second stage is data display, where abstract curriculum concepts are organized into an operational taxonomy matrix and a horizontal-vertical taxonomy mapping table for greater scannability and ease of understanding. The third stage is drawing conclusions and verification, namely formulating a logical synthesis in the form of an eclectic-integrative model and a three-phase integrated learning unit design, which has been tested for theoretical validity. Through this structured methodology, this manuscript has a strong methodological foundation, is objective, and can be scientifically justified for publication in a reputable scientific journal.

## RESULTS AND DISCUSSION

### A. Theoretical Review of Curriculum Development Models

#### 1. Characteristics of the Humanist Model in Elementary Education

A humanistic learning model is based on three components: recognizing oneself as a continuous process of growth; recognizing one's own ideas and identity; and integrating awareness from the mind and heart. Active learning is a learning approach in which students have additional access to various types of knowledge and information discussed and learned during classroom instruction. They also gain diverse experiences that help them improve their abilities.

Furthermore, active learning allows students to improve their analytical and synthetic skills, as well as to construct new values from the findings of their own analysis. (Ulandari Safitri1, 2021)

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Humanistic theory is the foundation of the concept of independent learning and the Independent Learning Program, which aims to humanize a society that values the freedom of self-exploration. Humanistic theory supports depersonalized learning, meaning students are given the freedom to learn material in their own way to achieve their goals. The theory of human nature focuses on how individuals learn. This theory emphasizes individual growth and development. (Riswan Aradea, 2019)

Humanistic theory aims to humanize humans. The learning process is considered successful if students understand themselves and their environment. Students should strive to get to know each other as best they can. This theory aims to understand students from the student's perspective rather than the teacher's. This learning theory allows educators to apply the following values:

a. Students are given the freedom to choose their preferred learning style. Teachers believe that students will be more motivated to learn if it is related to their own needs and desires.
b. Students find their own unique learning styles to achieve their goals.
c. Teachers believe that student outcomes are unimportant; only relevant and independent assessment of learning is necessary.
d. Teachers believe that both emotions and knowledge should be considered when teaching.
e. Teachers should make students feel comfortable while learning. Students should not be influenced by environments that disrupt their learning. (Nurhizrah Gistituati, 2021)

Some of the advantages of humanistic theory are:

a. Character development is more in line with humanism.
b. This theory is considered successful if students enthusiastically participate in the learning process. Concrete examples include student enthusiasm, self-initiative, and changes in mindset, behavior, and attitudes made by the students themselves.
c. According to this theory, students are free individuals who are not bound by the opinions of others. They can manage their personalities independently without

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violating the rights of others or violating applicable rules, norms, discipline, or ethics.

d. According to this theory, teachers are motivated to get to know their students better.
e. Children's personality development is significantly influenced by this theory.
f. The components of humanization and character development are central to this theory.

The goal of the humanistic approach is to help guide humans to their true nature as the best human beings. Humanistic education aims to shape individuals who think and behave with noble values and behave well. They must be able to combine individualistic and selfish attitudes with compassion, mutual cooperation, respect and reverence for others, respect and appreciation of each person's different principles, and respect for the opinions and ideas of others.

**2. Structure of Academic Subject Model and Mastery of Scientific Disciplines**

The academic subject curriculum approach model is one of the oldest and most widely used curriculum models. This course uses a curriculum approach model, which places greater emphasis on specific elements of a subject or subject matter.

This curriculum model prioritizes content. Curriculum content is a collection of lesson plans or learning resources. Student mastery of the material and achievement are the primary metrics for measuring student learning success. Therefore, subject matter authority should be the focus of instruction and learning for teachers using this academic subject curriculum. If teachers are able to deliver material effectively, students are more likely to absorb the information presented to them.

By guiding students to further develop their ideas in class, the academic subject curriculum aims to ensure that students are not limited to mastery in a single area of knowledge. This curriculum uses a lecture-based learning approach. Student research results in essays are used as assessment standards.

Similarly, the Islamic religious education curriculum is structured using an academic subject approach, which includes a collection of study materials and learning resources systematically arranged within the specific educational subjects being studied by

E-ISSN : 3026-6556
ANJASMORO
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students. This approach suggests that the structure of content within each subject is determined by the topics within each discipline. For example, monotheism will be applied methodically to aspects of knowledge related to a particular creed or subject. (Muhammad Rohim, 2023)

**3. Social Reconstruction Model as a Means of Community Transformation**

The social reconstruction curriculum approach model is part of the social reconstruction curriculum concept model, which emphasizes solving social problems in society. The goal of this curriculum is to teach students how to deal with problems and events that occur in everyday society.

The two most popular learning approaches are cooperative learning and problem-based learning (PBL). PBL involves investigating problems to develop solutions and involves group learning. Curriculum criteria include students' abilities and their roles in the social environment. Teachers and students work together to solve problems and analyze them to determine their impact on society.

The social reconstruction curriculum emphasizes education to develop individual aspects and social responsibility. It also fosters an active rather than a reactive attitude in addressing the problems of the Indonesian nation and the future of the country. Social reconstruction experts support schools because they teach students personal responsibility and accountability for social change. Social reconstruction experts argue that "change" is the result of pre-planned academic activities in educational institutions. Human creativity in solving various problems, regardless of their location, is what drives change. Social reconstruction focuses on material about important societal issues, such as poverty, disasters versus technological progress, human rights, and justice. Therefore, the choices that can be used as a reference in curriculum development are issues that frequently arise in students' lives. By adapting the curriculum to the needs of society, students have the opportunity to share their knowledge of learning with others and apply it in real life. (Sudadi, 2023)

**4. Technology Models in Instructional System Efficiency**

The use of technology as a learning model to improve the effectiveness of the educational process. In this study, computer technology was used as the primary

E-ISSN : 3026-6556
ANJASMORO
ISLAMIC INTERDISCIPLINARY JOURNAL

learning medium; the computer-assisted instruction (CAI) model helps teachers deliver material in a more structured, interactive, and easily understood manner by students. The use of technology in instructional systems makes the learning process more effective because students not only receive theoretical material but also interact directly with the learning media.

Research shows that instructional systems have the potential to be optimized when integrated with assistive learning technology models. Improved student learning outcomes, savings in instructional time, and ease of management for teachers in teaching and learning are all evidence of this efficiency. Furthermore, computer-based instructional technology makes learning more flexible, allowing students to learn independently and follow the material at their own pace.

The use of technology in educational systems can also create a more contemporary, engaging, and less monotonous learning environment. Therefore, the journal states that instructional technology models play a crucial role in improving the effectiveness of instructional systems, especially in supporting high-quality education in the digital age. (Ruliah, 2020)

## B. Analysis of the Model's Application in the Context of Current Education

### 1. The Model's Relevance to the Needs of Students in the Digital Era

The importance of implementing learning models and methodologies that align with technological advances and student needs in the digital age. The way students learn, obtain data, and interact with their environment has changed as a result of the digital revolution. Therefore, learning systems must implement more innovative, active, and technology-based learning models than conventional teacher-centered methods. Several modern learning models, such as problem-based learning, project-based learning, discovery learning, and collaborative learning, are considered highly relevant because they can teach students creativity, critical thinking, and collaboration.

By utilizing digital technology, these models assist students in identifying and solving problems. In the digital age, students must not only master subject matter but also be able to utilize modern technology and skills. To be able to face current developments, students must possess digital literacy, adaptability, and problem-solving

E-ISSN : 3026-6556
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skills. Therefore, implementing relevant learning models is crucial to creating an effective learning process that aligns with the characteristics of today's digital generation. As the learning process becomes more interactive, engaging, and less monotonous, the use of technology in learning can increase student motivation and participation. This concludes that learning models relevant to students' needs in the digital age are highly influential in improving the quality of education and helping students prepare for future challenges. (Chairunisa Mardiah Ramadhani, 2025)

**2. Synergy of the Social Reconstruction Model with the Pancasila Student Profile**

The application of the social reconstruction learning model focuses on fostering students' social attitudes through learning about community life. This model is used to help students understand various social issues and teach them how to cooperate, appreciate differences, and feel responsible for their social environment. This demonstrates that learning focuses not only on academic achievement but also on developing students' social character and values.

In this model, the multicultural approach used is highly relevant to the Pancasila Student Profile because it instills the values of tolerance, mutual cooperation, diversity, and social awareness in students. Students are encouraged to actively understand societal conditions through discussions, group work, and social problem-solving. They also learn to appreciate cultural differences and opinions. The synergy between the social reconstruction model and the values of the Pancasila Student Profile can help produce more meaningful learning that aligns with current educational needs. In addition to building character that aligns with national education goals, this learning model is expected to stimulate students' ability to think critically about social issues.

Students not only gain an understanding of social studies, but they are also given knowledge about empathy, the ability to work together, and positive ways to participate in social life. This aligns with the attributes included in the Pancasila Student Profile, including collaboration, critical thinking, innovation, and global awareness. The paper found that the implementation of the social reconstruction model has a strong correlation with the formation of the Pancasila Student Profile because both aim to

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produce students with knowledge, social character, and the ability to face life's challenges. (M.S. Hermaswari et al., 2021)

**3. Challenges and Opportunities for Integrating Technology Models in Learning**

The transition to digital education in Indonesia has accelerated dramatically following the COVID-19 pandemic, forcing all elements of education to adopt online platforms en masse. (Alkhowarizmi et al., 2025) However, the dynamics of this technology adoption are not simple. As emphasized by Sugiyantoro, the integration of information and communication technology (ICT) into educational management is an absolute necessity to respond to modern progress, but it often runs into a digital divide. This indicates that the focus of the digital divide in Indonesia has now shifted from merely providing physical infrastructure (the access divide) to the gap in the capacity to use technology productively (the skills divide). This reality is emphasized by the fact that Indonesia ranked 53rd out of 64 countries in the 2021 IMD World Digital Competitiveness Ranking, indicating the slow pace of society's readiness to adopt technology competitively. To address this issue, an in-depth analysis of the application of technology integration models such as TPACK, SAMR, and TAM is highly relevant in mapping the challenges and opportunities in education in the current era.

a. Opportunities for Integrating Technology Models in Learning

Adopting appropriate technology models opens up strategic opportunities to reform the conventional education landscape toward an adaptive, interactive, and efficient learning system.

1.) Personalized Learning and Instructional Flexibility

Digital learning media enable personalized instruction, allowing students to learn independently according to their own pace and cognitive style. (A. Tegar Babur Firdaus et al., 2025) This flexibility minimizes learning boredom and enhances understanding of abstract material. Through a TPACK-based approach, educators can develop personalized learning modules that accommodate students' unique needs without losing the depth of essential content.

2.) Increased Student Interactivity and Active Engagement

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Interactive technology is disrupting the dominance of conventional lecture methods. Research titled "Analysis of the Effectiveness of Online Learning" revealed that the use of Learning Management Systems (LMS) such as Moodle and Google Classroom (40%), mobile apps (25%), video conferencing (20%), Augmented Reality/Virtual Reality (10%), and artificial intelligence (5%) contributed to an increase in active student participation of up to 85%. This increased interactivity fosters the development of critical thinking skills because students are positioned as active problem-solvers, not simply passive recipients of information. (Setiyawati et al., 2023)

3.) International Collaboration and Global Information Access

ICT integration facilitates international collaboration and broad cross-cultural learning (Made et al., 2024). Students can collaborate on global projects, exchange ideas in real time, and utilize artificial intelligence (AI) technologies like ChatGPT to practice problem-solving skills based on real-world issues. This democratization of information ensures that quality learning materials are no longer the exclusive domain of schools in large cities but are accessible to anyone with an internet connection. (Juniarti, 2025)

4.) Efficient Data-Based Education Management.

At the institutional level, an integrated database-based school management information system delivers high administrative efficiency. Educators can instantly track student attendance, class participation, and academic progress through a digital dashboard. Integrating evaluation data between the LMS and the school administration system facilitates school policymaking in implementing objective, evidence-based monitoring (evidence-based management), reduces the administrative burden on teachers, and supports smooth two-way communication with parents. (Isna Nurul Inayati et al., 2025)

## C. Harmonizing Curriculum Models for Optimizing Learning

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A curriculum is a systematic learning program designed by educational institutions for implementation by students to facilitate the optimal development of human potential. At the macro level, the curriculum organization serves as a general framework for learning programs that determines the scope, sequence, and grade placement of teaching materials. Social dynamics, scientific and technological advances, and cultural disruption require educational institutions to continually reconstruct their curricula to remain relevant and responsive to the needs of educational users and the challenges of the times. (Azalia et al., 2023) Curriculum development is based on fundamental principles, including general principles such as relevance, flexibility, continuity, practicality, and effectiveness, as well as specific evaluation principles. (Bisri et al., 2026) However, in practice, curriculum designers are often trapped in a rigid dichotomy between conflicting traditional curriculum design models. Rigidly relying on a single paradigm, whether subject-centered, learner-centered, or problem-centered, will limit the effectiveness of education in facilitating the cognitive, affective, spiritual, and social dimensions of students in a balanced manner. As a solution to these limitations, this report presents the idea of curriculum reconstruction through an eclectic-integrative approach. This approach offers a harmonious framework to combine the strengths of each curriculum design model into a learning ecosystem that is holistic, balanced, and adaptive to real challenges in the field. (Wahyuni, 2026)

1. **Anatomy and Characteristics of Traditional and Progressive Curriculum Design Models**

   To realize systematic harmonization efforts, a thorough understanding of the philosophical roots, learning theories, and structural variations of the three main curriculum design models is essential. Each design has unique implications for goal setting, material selection, instructional strategies, and learning outcome evaluation methods. (Aydemir, 2026)

   a. Subject-Centered Design

      The Subject-Centered Design (SCD) model is the oldest, most popular, and most widely used curriculum design family in the history of formal education. Based on the philosophical schools of perennialism and

E-ISSN : 3026-6556
ANJASMORO
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essentialism, this design views the primary function of education as transmitting accumulated cultural knowledge and time-tested scientific truths to future generations.

In the field of Islamic Religious Education (PAI) in Indonesia, the dominance of SCD is clearly evident in the separation of religious material into independent subjects such as Fiqh (Islamic Fiqh), Aqidah (Aqidah and Akhlak), Islamic Cultural History (SKI), and Al-Qur'an and Hadith. Although SCD is highly effective in strengthening scientific mastery in a systematic and structured manner, this model is often criticized for neglecting students' interests, psychological needs, and direct experiences, and for not providing enough space for the development of practical skills in the real world. (Alwani, 2023)

b. Learner-Centered Design

The Learner-Centered Design (LCD) model emerged as a progressive movement that challenged the authoritarianism of SCD content. Strongly influenced by the philosophies of progressivism and existentialism, as well as humanistic psychology, LCD places the characteristics, developmental needs, interests, and talents of students as the central focus of curriculum design.

SCD assumes that curriculum content should not be rigidly designed before students arrive at school; instead, the curriculum should be dynamic and developed collaboratively between teachers and students (a negotiated curriculum). The LCD family encompasses several variations, including child-centered design, experience-centered design, romantic design, and humanistic design. The hallmark of LCD is its emphasis on active learning activities (learning by doing), the development of personal creativity, independent learning, and the creation of a supportive socio-emotional climate to encourage holistic self-actualization. (Ghozil Aulia et al., 2022) While capable of fostering high levels of intrinsic motivation, LCD's fatal weakness lies in its labor-intensive resource requirements and the high

E-ISSN : 3026-6556
ANJASMORO
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pressure placed on teachers to develop differentiated learning instruction without sacrificing objective academic achievement standards.

c. Problem-Centered Design

The Problem-Centered Design (PCD) model is based on the philosophy of social reconstructionism, which views humans as social beings living together in communities. Unlike LCD, which focuses on individual student needs, PCD focuses the curriculum on resolving pressing, controversial, and real-world social problems in society, such as poverty, hunger, economic inequality, and environmental degradation. Unlike LCD, the PCD curriculum is planned before students enter school, but its content remains dominated by real-life situations and societal reconstruction issues. Some variations within this group include life situations design, core design (such as social problems core or fused core), and social problems-reconstructionist design.

PCD plays a vital role in developing critical thinking skills, interdisciplinary collaboration, and social sensitivity in students. However, the effectiveness of this model is often hampered by a lack of attention to the diversity of individual students' learning styles and the potential for neglecting the fundamental structure of knowledge if not managed carefully.

| Dimensions of Design Analysis | Subject Centered | Learner Centered, | Problem Centered |
|---|---|---|---|
| Philosophical Roots | Perennialism, Essentialism, Academic Realism, | Progressivism, Humanism, Existentialism, | Social Reconstructionism, Pragmatism, Critical Theory |
| Curriculum Content Sources | Structured scientific disciplines and textbooks | hildren's interests, talents, psychological needs, and experiences | ocial problems and real-life challenges |

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| | | | |
|---|---|---|---|
| Primary Methodologies | Expository, academic inquiry, and structured exercises | Experiential learning, independent projects, and self-reflection | Case studies, problem-solving, social collaboration |
| Structural Strengths | Efficient, systematic, and easily evaluated knowledge transmission | Cultivates personal integrity, creativity, and high motivation | Enhances critical thinking, moral-social sensitivity, and real-world relevance |
| Main Limitations | Fragmented, verbalistic, and passive learning | Requires very high teacher competency and is labor-intensive | Prone to neglecting the logical sequencing of basic knowledge concepts |

**2. Curriculum organizational structure; synergy of horizontal and vertical dimensions**

To harmoniously integrate the three curriculum designs mentioned above, curriculum developers must understand the coordination mechanisms across two main dimensions: the horizontal and vertical dimensions. The success of an eclectic curriculum lies not only in the collection of materials but also in how the curriculum elements are organized consistently and cohesively as a unified system. (Nurbika, 2023)

a. Horizontal dimension

The horizontal dimension focuses on the parallel arrangement of curriculum components simultaneously. This dimension regulates how the scope of teaching materials from various fields of study relates to each other so that students do not view knowledge as isolated blocks of information. Through horizontal integration, theoretical concepts from the academic curriculum (Subject-Centered) can be directly linked to students' personal interests

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(Learner-Centered) and real-life social phenomena (Problem-Centered). For example, the integration of ecology from biology with poverty issues from sociology in the theme "Clean Water Crisis" reflects the effective implementation of horizontal integration.

b. Vertical Dimension

The vertical dimension regulates the sequence of learning materials based on the level of difficulty, age development, and psychological maturity of students over time. The material is designed to be sequential, starting from the easiest or most basic concepts (basics) to more complex, advanced material. The vertical dimension ensures continuous articulation so that student learning progresses cumulatively. In the integrated model, the vertical dimension is crucial for assessing when a social issue (Problem-Centered) is appropriate to introduce to students based on their cognitive and emotional maturity. The synergy of these two dimensions in weaving together the three curriculum models can be illustrated through the following operational taxonomy mapping table:

| Curriculum Dimensions | Implementation in Subject-Centered Design | Implementation in Student-Centered Design | Implementation in Problem-Centered Design |
|---|---|---|---|
| Horizontal Dimension | Creating correlations across teaching materials (such as connecting cultural history with ancient literary texts) | Aligning academic teaching materials with students' hobbies, multiple intelligences, and personal interests | Combining various disciplinary perspectives to examine a macro-social issue |
| Vertical Dimension | Sequencing theoretical concepts chronologically or logically- | Adjusting students' freedom to explore learning as they grow older and | Increasing the complexity of problems from a local-concrete scale |

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| | | | |
|---|---|---|---|
| | cumulatively | develop independent thinking | to a global scale. global-abstract. |

Theoretically, the structural limitations of traditional design models (SCD, LCD, PCD), as mapped by Ornstein and Hunkins, lie in the rigidity of their content boundaries. The SCD model, rooted in essentialism, places a high emphasis on the efficient transmission of knowledge, but as criticized by John Dewey, this model distances students from the realities of their lived experiences (experience and education). In contrast, the progressive movement through Learner-Centered Design (LCD) places the child at the center, aligning with Dewey's thinking on the importance of active learning and learning by doing.

However, if the curriculum relies solely on the child's individual interests without a logical structure, the depth of academic material is at risk of being sacrificed. Therefore, the Problem-Centered Design (PCD) approach, rooted in the social reconstructionism of George Counts and the Critical Theory of Paulo Freire, exists to direct education as a tool for liberation and resolution of societal crises. Eclectic-integrative bridges this polarization by applying the logical structure and measurable evaluation of Ralph Tyler (Tyler's Objectives Model) to maintain academic depth, while adopting the grassroots procedure of Hilda Taba in diagnosing the real needs of students and the community before the curriculum is organized.

3. **Idea solution: theoretical construction of the eclectic-integrative model**

   The rationale behind the curriculum reconstruction towards an eclectic-integrative model stems from the realization that no single curriculum model is capable of comprehensively achieving educational goals. The word "eclectic," derived from Greek, means "choosing the best," referring to a conscious and planned effort to select the most superior elements from various philosophical traditions and curriculum models to create a functional design. Indonesia itself has historically utilized an eclectic approach in developing its national

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curriculum because it is considered the most comprehensive and accommodating to the nation's characteristics.

a. Integrated philosophical foundation

The eclectic-integrative model unites three main pillars of educational philosophy that are often considered contradictory:

- Idealism and Realism (Intellectual-Objective Principles): Ensures that the curriculum remains grounded in universal truth, transcendental ethical values, and solid objective facts. This is realized through mastery of the disciplinary structure of Subject-Centered Design.
- Pragmatism (Experiential Principle): Emphasizes the importance of active student involvement in solving practical problems through hands-on learning activities (learning by doing). This is realized through Problem-Centered Design.
- Humanism (Personality-Actualization Principle): Ensures that the essence of humanity, emotions, and individual freedom to actualize their uniqueness are prioritized in the learning process. This is realized through Learner-Centered Design.

b. Synthesis of theoretical models of curriculum development

Operationally, the eclectic-integrative model synthesizes several classical curriculum development theories, including:

- Tyler's Objectives Model: Used to uphold objectivity, establish clear curriculum direction, structure learning experiences vertically, and design measurable evaluation instruments.
- Taba's Grassroots Model: Used to diagnose student needs directly in the field and actively involve teachers and students in designing curriculum content.
- Critical-Transformative Model: Adopts a critical theory perspective to empower students to identify structural inequalities in society and act as moral agents of social change. (Hidayah, 2025)

c. Operational implementation strategies in the learning process

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The practical application of the eclectic-integrative model requires a transformation of the teacher's role from a one-way transmitter of information to a designer of a collaborative, reflective, and supportive learning environment. (Nurfatimah, 2026) Teachers must possess in-depth curriculum literacy competencies to align their philosophical beliefs with daily classroom learning strategies.

In Indonesia, this reconstruction is aligned with the Independent Curriculum framework, which emphasizes the integration of cognitive-academic aspects with character development through the Pancasila Student Profile Strengthening Project (P5). This approach utilizes systematic action research methodology and technology adaptation to create contextualized learning. The integration of technology within this eclectic-integrative model should not simply substitute digital devices for conventional stationery, but should be analyzed through the TPACK (Technological Pedagogical Content Knowledge), SAMR, and TAM frameworks. Through the TPACK lens, educators simultaneously integrate technological knowledge with humanistic pedagogical understanding (LCD) and academic content (SCD) to develop personalized learning modules.

In non-formal institutions, the success of curriculum reconstruction is evident in the Kuttab Al-Fatih Yogyakarta model, which integrates Islamic law with general science under a broad field design based on the Quran and Hadith. Meanwhile, at the formal elementary level, multicultural reconstruction at SDN Kenalan demonstrates that incorporating diversity values into local teaching materials and school culture contributes positively to fostering an inclusive and tolerant generation.

To demonstrate how the eclectic-integrative model is operationalized in real-life learning, the following is a design matrix for an integrated learning unit on the theme "Distribution Ethics, Economic Justice, and Humanitarian Response":

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| Instructional Phase | Design Orientation Curriculum | Learning Activities Operational | Indicators Success & Assessment |
|---|---|---|---|
| Phase 1: Foundations Scientific & Data Analysis | Subject-Centered Design (Cognitive-Systematic) | Students examine macroeconomic theories regarding inflation and income inequality, analyze universal religious/ethical postulates on social justice, and dissect statistical data on regional poverty. | Written test understanding ofeconomic concepts,essay comparative analysisof ethical/religious texts,and quantitative data analysis accuracy rubric. |
| Phase 2: Internalization & Personal Reflection | Learner-Centered Design (Affective-Humanistic) | Students write personal reflection journals about the meaning of social care, conduct independent interviews with informal workers in their environment to build empathy, and discuss their feelings in small groups | In-depth personal reflection journals, active participation in group discussions, and a portfolio report of empathy interviews. |
| Phase 3: Transformative Action Societal | Problem-Centered Design (Contextual-Social) | Students work collaboratively in teams to design concrete projects such as a food donation campaign, the creation of a simple financial literacy guide for vulnerable MSMEs, or a social policy | Project performance assessment, effectiveness of proposed solutions, team collaboration, and |

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| | | | |
|---|---|---|---|
| | | analysis at the neighborhood/neighborhood level | public presentation to the community |

Through the integration of these three phases, the learning process is directed to be more dynamic and varied. Learning evaluations not only measure students' cognitive mastery of material at the end of the semester, but also assess the holistic development of student character: their intellectual intelligence is honed, their emotional and spiritual sensitivity is developed, and their social awareness is manifested in concrete actions that benefit society.

## CONCLUSION

Through an in-depth review of the results and discussion, this study concludes that curriculum reconstruction based on an eclectic-integrative formulation plays a vital role in transforming the national education paradigm in the digital era. This research shows that the rigid polarization and structural weaknesses in conventional models, whether academic-oriented, humanistic, or social reconstruction, can be cohesively aligned through the integration of horizontal and vertical organizational dimensions. This eclectic-integrative framework simultaneously weaves together the advantages of knowledge transmission (subject-centered), self-actualization processes (learner-centered), and societal conflict resolution (problem-centered) into a comprehensive instructional structure. The application of this operational taxonomy to three systematic learning stages (consolidation of the scientific basis, personal affective reflection, and execution of social movements) is indicated to be accelerative in optimizing students' digital literacy, aligning outcomes with the attributes of the Pancasila Student Profile, while simultaneously fostering real social sensitivity. As a result, this eclectic-integrative pattern becomes the foundation of an adaptive, visionary, and contextual curriculum to produce a generation that is intellectually superior, spiritually mature, and contributive to the community. Regarding recommendations for improvement, education practitioners and school management are urged to continuously strengthen curriculum literacy skills, as the effectiveness of this model hinges on teachers' readiness to transition into roles as designers of collaborative

and reflective learning ecosystems. Furthermore, policymakers need to formulate proportional funding regulations and technology mentoring programs to reduce the digital skills divide in underdeveloped regions. Regarding relevant further research projections, future researchers are encouraged to conduct quantitative experimental studies or classroom action research to test the empirical validity of the three-phase integrated learning unit design outlined in this paper. Future studies could also expand the scope of analysis by integrating this eclectic-integrative model into an AI-driven learning management system to evaluate the extent to which instructional efficiency and personalization can be accommodated in the modern era.

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