

# Implementation of Curriculum Needs Analysis In Junior High School

Misrawita<sup>1</sup>, M. Iqbal Alfarisy<sup>1</sup>, Rita Amelia Alimin<sup>1</sup>, Hendri Gunawan<sup>1</sup>, Liza Efriyenti<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Sjech M.Djamil Djambek Bukittinggi, Indonesia

✉ [misrawita91@gmail.com](mailto:misrawita91@gmail.com)\*

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## Abstract

The implementation of curriculum needs analysis at the junior high school level is an essential step to ensure that the learning process aligns with the development of science and technology. This analysis also plays a crucial role in addressing the real needs of students and society, while adapting to the ever-evolving demands of education and industry. This study employed a combination of library research and field surveys. The library research explored theoretical references and previous studies, while the field surveys involved questionnaires, interviews with students and teachers at SMP Negeri 2 Kamang Magek, direct observations, and curriculum document analysis. The main focus was to identify the gap between the ideal curriculum and the one currently implemented in schools. The results show that the current curriculum still has several weaknesses, including limited flexibility, insufficient integration of character values, and a lack of alignment with students' characteristics and needs. Therefore, this study recommends the development of a more adaptive and contextual curriculum that supports the enhancement of 21st-century skills such as critical thinking, creativity, communication, and collaboration. It also emphasizes the importance of continuously strengthening the integration of Islamic values to foster students' character, morality, and spirituality. Recommended actions include adjusting learning content to match students' potential, enhancing local content, improving teacher competence, and developing a flexible and dynamic curriculum.

## INTRODUCTION

Education in Indonesia is one of the main foundations supporting national development. This is in line with the national objectives stated in the Preamble to the 1945 Constitution, namely to educate the nation. The implementation of education is comprehensively regulated in the National Education System Law (UU Sisdiknas), which serves as the legal basis for determining the direction, structure, and strategy of education from elementary to university level. The main objective of this system is to shape a generation that is not only intellectually intelligent but also faithful, reverent to God Almighty, of good character, and strong in character.

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The government, through the Ministry of Education, Culture, Research, and Technology, actively promotes innovation in the education system, such as the development of a more flexible curriculum oriented toward the needs of students. The curriculum plays a very important role in the education system. Generally, a curriculum can be understood as a plan that includes the direction, content, teaching materials, and learning methods used as guidelines for teachers and students to carry out learning in a systematic and focused manner. As stated by (Yusrizal & Fatmawati, 2020), a curriculum is not merely a list of subjects but also reflects a comprehensive plan toward desired outcomes. In its implementation, the curriculum is constantly adapted to advances in science, technology, and societal demands. These changes are not merely administrative in nature but are important strategies for improving the overall quality of education. Therefore, curriculum needs analysis is a crucial aspect in achieving learning objectives and planning.

In the field of curriculum development, needs analysis is understood as a process of identifying educational needs and determining the priorities that need to be met. This view is in line with the opinion (McNeil, 2015) which states that needs analysis is a form of planning in gathering information related to gaps, then using that information to determine the main priorities. Need assessment is an approach to the process of gathering information related to gaps in the learning process of students, namely between the results achieved and the objectives set. Curriculum needs analysis in secondary schools is an important step in ensuring that the education system runs effectively and in line with the times. This process serves to assess the extent to which the existing curriculum meets the needs of students, the demands of the world of education, and the expected competency standards. Dalam ranah pengembangan kurikulum, analisis kebutuhan dipahami sebagai proses untuk mengenali kebutuhan-kebutuhan pendidikan dan menentukan prioritas yang perlu dipenuhi. Pandangan ini sejalan dengan pendapat (McNeil, 2015) yang menyatakan bahwa analisis kebutuhan merupakan suatu bentuk perencanaan dalam menghimpun informasi terkait adanya kesenjangan, kemudian menggunakan informasi tersebut untuk menetapkan keputusan yang menjadi prioritas utama.

The Need Assessment method is designed to identify the differences between the expected learning outcomes of students and the actual outcomes achieved. According to Morisson, needs analysis has several main functions, including: (1) Identifying needs relevant to current work or tasks, i.e., issues that affect learning outcomes. (2) Identifying urgent needs related to financial, security, or other issues that interfere with work or the educational environment. (3) Presenting priorities for selecting actions. (4) Providing a database for analyzing the effectiveness of learning. The purpose of curriculum needs analysis is to ensure that the curriculum used in schools is truly relevant to student needs, scientific developments, and the demands of the education and industrial sectors. By conducting this analysis, schools can identify aspects that need to be improved or adjusted so that the curriculum can provide optimal learning experiences for students. The main objectives of curriculum needs analysis are:

Identify educational gaps by evaluating whether the existing curriculum meets competency standards and student learning needs. If any discrepancies are found, the curriculum can be revised to make it more relevant to current developments. Tailoring learning to student needs. Each student has different potentials, interests, and academic and non-academic needs. With proper analysis, the curriculum can be designed to be more flexible and tailored to the characteristics and uniqueness of each student. Improving the effectiveness of learning is another very important goal. By understanding student needs and educational conditions, schools can develop more innovative and interactive teaching methods and strategies. A more engaging learning approach will help students understand the material better and improve their learning outcomes. Supporting education policy by aligning the curriculum with

national regulations and global education trends. This ensures that the education provided is in line with the standards set by the government and can keep up with developments. Preparing students to face future challenges in an ever-evolving era, students need to be equipped with 21st-century skills such as problem solving, critical thinking, communication, and collaboration. A curriculum designed based on needs analysis will be able to help students develop these skills, so that they can be better prepared for the world of work and social life in the future.

According to McNeil (2015), needs assessment is a series of activities that begins with gathering information and ends with the formulation of problems. Meanwhile, Morrison (1979) describes it as a process that includes the planning stage, report preparation, and the development of a final report. Morrison outlines four main steps in conducting a needs analysis. The first is the planning stage, which involves determining the aspects to be analyzed, grouping students, identifying the stakeholders involved, and selecting appropriate data collection methods. The second step is data collection, which requires calculating the sample size and choosing the method of distribution. The third stage is data analysis, where data is processed while considering various factors such as economic conditions, rankings, frequency, and levels of need. The final stage is final report preparation, which should include four key sections: objective analysis, process analysis, result analysis (accompanied by tables and brief explanations), and recommendations based on the findings.

In general, the steps of needs analysis also involve several other important components. The first is information gathering, where instructional designers need to collect and understand information about learners, including their characteristics, abilities, and the challenges they face in the learning process. The second step is gap identification. Kaufman proposes the Organizational Elements Model, which includes five main components: input, process, product, output, and outcome. Once the information and gaps have been identified, the next step is performance analysis, which aims to determine which gaps can be addressed through instructional planning and which require alternative solutions. Following that, it is important to identify potential obstacles and available resources, as challenges such as time constraints, lack of facilities, limited teaching materials, and insufficient funding often arise during program implementation. Therefore, resources from within the organization and external parties must be carefully considered. Another critical step is analyzing learner characteristics, which helps understand the difficulties learners face, since the ultimate goal of instructional design is to address those specific issues. Afterward, goal setting is conducted, as not all needs have the same level of urgency or importance. The final step is problem formulation, which lays the foundation for designing a systematic instructional process.

Needs analysis aimed at evaluating the attitudes, opinions, and beliefs of students and teachers toward innovation or change must be built on a clear framework. This framework should include: (1) information about the goals, attitudes, learning experiences, and cultural backgrounds of students; (2) situational analysis to assess the effectiveness of the current program; (3) preferred learning styles or identified learning needs; (4) the importance and preferences of students regarding specific skills; (5) the relational dynamics between teachers and students; and (6) preferences for teaching and learning methods. According to (Richards et al., 2024), needs analysis should be conducted before, during, and/or after the learning program takes place. This means that the analysis is conducted twice, namely before the class begins and during the learning process. Before class, the analysis can be conducted through forms, interviews, tests, or notes from the learners. During class, teachers can adjust their approach to the situation, such as asking individual questions, taking notes, or involving students in discussions about learning priorities and syllabus development. Teachers can also help formulate a mutually agreed list of

priorities. Overall, needs analysis serves to ensure that the learning program is aligned with the goals and needs of the students and can be used for various evaluation and program development purposes.

The national education system in Indonesia has undergone developments in order to integrate Islamic education into the national education framework. One of the early milestones in this process was the enactment of Law No. 2 of 1989 concerning the National Education System. This effort was further strengthened by Law No. 20 of 2003, which provides more detailed regulations on the implementation of a national education system as part of the integration of Islamic education into that system. Thus, Islamic education can be considered as part of the national education subsystem that is closely related to the education system as a whole. In Indonesia, Islamic values have been officially integrated into the national education system through religious education subjects. The government has stipulated that every educational institution, including public schools, must systematically conduct Islamic religious education in accordance with the applicable curriculum guidelines. In combining these two main policies, the government has incorporated moral and ethical values of religion into the national character education curriculum.

The primary goal of education is to develop students who possess not only broad knowledge and integrity toward the nation, religion, and state but also strong character and high moral standards. To align educational values between the national education system and Islamic education—whether under the Ministry of Education and Culture or the Ministry of Religious Affairs—it is essential to integrate Islamic values into the curriculum. As Ikhwan (2014) states, an Islamic-values-based curriculum influences all aspects of education, including its structure, goals, content, and supporting institutions. This integration extends to learning strategies such as models, methods, and approaches. Hamzah (2017) outlines key curriculum components: objectives (cognitive, affective, and psychomotor—with affective being most dominant in Islamic education), content (organized learning material), methods (learning implementation), and evaluation (assessing learning outcomes). According to Zahra et al. (2024), a curriculum that fails to adapt to real-life demands reduces Islamic education to mere theory. Amin et al. (2022) emphasize the need to embed local and cultural contexts in the Islamic education curriculum, making Islamic values relevant to students' daily lives. Islamic education today serves not only to convey religious teachings but also to foster moral, ethical, and spiritual values that support national educational goals. Its key roles include instilling character and morals, harmonizing knowledge with faith, nurturing holistic personal development, adapting to modern challenges, and supporting the formation of a morally upright and socially responsible generation.

## **METHODS**

The implementation of curriculum needs analysis at the junior high school level holds a strategic role in aligning the learning process with the development of science and technology, while also responding to the real needs of students and society. A responsive curriculum must be adapted to the demands of the times and the world of work. This study employed a mixed method combining library research and field research approaches. The library research involved analyzing theories and previous studies related to curriculum analysis, while the field research was conducted through the distribution of questionnaires and interviews with students and teachers at SMP Negeri 2 Kamang Magek. Observations and documentation were also carried out to support the data obtained. The focus of the study was to analyze the current curriculum implemented in the school, assess its relevance to the era and student needs, and identify development priorities to ensure a more adaptive

and contextual curriculum. The results showed several weaknesses in the current curriculum, particularly in terms of flexibility, integration of character education, and suitability with students' characteristics and learning needs. These weaknesses were found to hinder the effectiveness and meaningfulness of the learning process. Based on these findings, the study recommends curriculum development that is flexible, student-centered, and oriented toward the cultivation of 21st-century skills, including critical thinking, creativity, collaboration, and communication. Moreover, the curriculum should integrate Islamic values that shape students' character, moral attitudes, and spiritual awareness. Several strategies can be implemented, such as adjusting learning materials to student characteristics, enriching local content, enhancing teacher competencies, and developing a dynamic and responsive curriculum. In conclusion, curriculum needs analysis is not merely a technical necessity but a strategic foundation in creating a quality, relevant, and future-oriented educational system.

## **RESULT AND DISCUSSION**

### **Theories underlying curriculum needs analysis**

One of the initial and crucial steps in the curriculum development process is conducting a needs analysis. Needs analysis is a systematic process for identifying and understanding the gap between the actual conditions in the field and the ideal conditions that are desired in the context of education. (McNeil, 2015) Needs analysis is a process in which one defines the difference between the actual conditions and the desired conditions, so that strategic steps can be formulated to bridge the gap. In line with the view of (MacNeil, 2002), need assessment is defined as a plan to collect information about differences, which is then used to set priorities in decision-making. Thus, needs analysis is a process of identifying needs while determining priority levels. Need assessment is understood as a method or approach to recognize the gap between the ideal or expected conditions and the actual conditions that are currently occurring. The expected conditions are often referred to as ideal conditions, while the current situation is known as the actual or real conditions. In the context of curriculum, this involves gathering information from various stakeholders such as students, educators, the community, the workforce, and the government to ensure that the curriculum developed truly reflects the real needs and potential of students as well as the demands of the social and professional environment.

Needs analysis is a scientific activity aimed at identifying various factors that support or hinder the achievement of educational goals and objectives, ultimately aiming to improve the quality of education. According to (Kaufman & English, 1979), the discussion of needs analysis cannot be separated from the entire education system. Within this system, there are two main interrelated aspects: management and curriculum. Similarly, (Menggo et al., 2022) explain that needs analysis is one of many pedagogical efforts undertaken by educators in the learning process. Learning needs are an important component (condition) of learning and play a significant role in teaching and learning activities. Needs analysis also enables them to develop language learning syllabi based on learners' needs, such as communication needs, desires, and interests (Menggo et al., 2022).

### **The Concept of Islamic Education and How It Affects the Curriculum.**

The Islamic education curriculum is a series of learning components designed to achieve learning objectives based on predetermined learning plans and systems to achieve perfect learning objectives based on the basic values of Islam contained in the Qur'an and Hadith. Islamic education is education whose basic philosophy, objectives, and theories are built to implement educational practices based on the

fundamental values of Islam contained in the Qur'an and Hadith of the Prophet Muhammad (Badriah & Sholicha, 2017). Advances in science and culture have led to a broadening of the scope of curriculum studies. Therefore, curriculum experts have limited the scope of the educational curriculum to four parts, namely: 1) The objectives to be achieved, 2) The knowledge to be studied and conveyed to students (learning materials/subjects), 3) The methods or means of learning, 4) The methods or means of assessing final learning competencies (Badriah & Sholicha, 2017)

Generally, the characteristics of the Islamic Education Curriculum reflect Islamic values derived from philosophical thought, manifested in all educational activities. In this context, it must be understood that the characteristics of the Islamic Education Curriculum are inseparably linked to the principles established by Allah SWT and His Messenger Muhammad SAW. This concept distinguishes the Islamic Education Curriculum from general education curricula. There are five characteristics of the Islamic Education Curriculum: 1) emphasizing religious and moral objectives in its various objectives, contents, methods, tools, and techniques, which are diverse in nature, 2) it has a broad scope and comprehensive content, 3) it balances the various sciences contained in the curriculum to be used, as well as balancing knowledge useful for individual development and social development, 4) it comprehensively organizes all subjects required by students, and 5) it adapts to the interests and talents of students (Marzuki & Riyadi, 2008)

There are three components of the Islamic education curriculum, namely: 1) Curriculum content oriented toward “divinity,” which pertains to divinity, including its essence, attributes, actions, and its relationship with humanity and the universe. This section includes theology, metaphysics, jurisprudence, ethics (Sufism), and studies related to the Quran and Sunnah (exegesis, hadith, linguistics, principles of jurisprudence, and so on). The content of the Islamic education curriculum must be based on the Quran. 2) The content of the curriculum oriented towards “humanity,” namely the curriculum related to human behavior, both as individual, social, cultural, and rational beings.

This section includes political science, economics, culture, sociology, anthropology, history, linguistics, art, architecture, philosophy, psychology, pedagogy, biology, medicine, commerce, communication, administration, mathematics, and so on. The content of this curriculum is based on the verses of *anfust*, and 3) Curriculum content oriented towards “nature”, which is a curriculum related to the phenomena of the universe as a creature that is mandated and for the benefit of humans. This section includes physics, chemistry, agriculture, forestry, fisheries, pharmacy, astronomy, space, geology, geophysics, botany, zoology, biogenetics, and so on. The content of this curriculum is based on the verses of *afaqi* (Drajat, 2020).

### **Previous Studies Relevant to This Topic.**

Several previous studies have provided significant insights into the relevance of needs analysis in curriculum development, particularly within the context of Islamic education. One study discusses the fundamental concept of needs assessment in education by presenting definitions from scholars such as John McNeil (1985) and Seels & Glasgow (1990), highlighting its foundational role in educational planning. Another study emphasizes the importance of needs analysis techniques as a basis for curriculum development, ensuring that the curriculum remains relevant and adaptive to the demands of contemporary times. Furthermore, research on curriculum development in schools outlines the essential steps in conducting needs assessments and diagnoses, which include approaches such as needs surveys, competency studies, and task analyses. Other studies also explore the integration of needs analysis in curriculum design, focusing specifically on the development of curricula that are aligned with educational goals and learner requirements.

In the context of Islamic education, several studies underscore the importance of integrating Islamic principles into national education systems. One such study examines the relevance of Islamic values in national education by identifying emerging trends, challenges, and opportunities. Another literature review focuses on the planning of Islamic education through needs analysis to enhance the quality and relevance of learning in the modern era. The implementation of the Independent Curriculum in Islamic education is also explored, particularly in relation to the integration of Islamic values that promote learning independence. Additionally, research investigating the relevance between the Islamic education curriculum and the Independent Curriculum in elementary madrasahs emphasizes its contribution to the development of students' character and morals. Finally, the needs analysis within the secondary education curriculum is presented as a crucial process aimed at identifying educational needs that align with student development, learning challenges, and rapid socio-technological changes. These various studies collectively demonstrate the critical role of needs analysis in ensuring effective, responsive, and value-oriented curriculum development.

## CONCLUSION

The results of this study highlight the critical importance of curriculum needs analysis in ensuring that educational practices remain relevant, responsive, and aligned with the real needs of students and societal developments. Through responses from teachers, school leaders, and students at SMP Negeri 2 Kamang Magek, it was found that the implemented curriculum generally aligns well with educational objectives, particularly in incorporating local values and preparing students with basic life skills. However, some aspects—such as character building and the evaluation of curriculum strengths and weaknesses—still require improvement to reach optimal effectiveness. By applying descriptive statistical techniques, the findings showed that while most indicators fell within the “very good” and “good” categories, there remains a need for continuous curriculum reflection and adaptation. Moreover, the integration of Islamic education values within the curriculum adds depth to moral and character development, further supporting national educational goals. In light of these findings, the study reinforces the urgency of developing an adaptive curriculum that considers student diversity, learning needs, and rapid global transformations. Adaptation here refers to a process of aligning educational goals and strategies with both the individual growth of students and the broader social and technological context. Key strategies include recognizing learner uniqueness, applying flexible teaching methods, integrating practical and digital skills, and fostering inclusivity. A well-designed, adaptive curriculum not only prepares students academically but also equips them with moral integrity, social awareness, and the competencies required in the 21st century. Therefore, curriculum development must go beyond content delivery and function as a strategic tool for shaping a generation that is not only intelligent but also capable of facing future challenges with confidence and strong values.

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