

Implementation of Ralph W. Tyler's Objective Model in Curriculum Development at Linggasari 1 Public Elementary School, Banyumas

Catur Wulandari¹, Wakhudin²

^{1,2}Universitas Muhammadiyah Purwokerto

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ABSTRACT

This study examines the implementation of Ralph W. Tyler's Objective Model in curriculum development at SD Negeri 1 Linggasari Banyumas, with a focus on realizing students who are faithful, achieving, and cultured. Students are generally at lower middle economic level with adequate facilities and infrastructure to support the learning process, both intracurricular, co-curricular, and extracurricular. This study uses a qualitative-descriptive approach with a case study method. The study explores the application of Tyler's principles, for educational purposes, learning experiences, and evaluation into the school curriculum. Data were collected through interviews, observations, and documentation studies. The sample used a purposive sampling technique. Data analysis was carried out through thematic coding to identify patterns and findings. The results of the study indicate that the objective model is effective in aligning learning activities with the school vision, despite obstacles such as limited resources and diverse teacher competencies. This study can identify factors that influence the success of implementing this curriculum, so that further strategies can be formulated for improving and developing education in the future.

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Corresponding Author:

Catur Wulandari

Universitas Muhammadiyah Purwokerto

Email: caturwulandari79@gmail.com

1. INTRODUCTION

The curriculum of SD Negeri 1 Linggasari is adjusted to the characteristics, conditions, and potential of the region by aligning the conditions and characteristics of students in the educational unit. In its development, the school curriculum will refer to the learning achievements that have been prepared by the center and translated into a flow of learning objectives that are concretized in the learning process.

The preparation and development of the curriculum at SD Negeri 1 Linggasari focuses on fulfilling students' needs by developing students' competencies in the changes of 21st century life that include the characteristics and local potential of SD Negeri 1 Linggasari which ultimately makes students have a Pancasila Student Profile that has six dimensions, namely believing and being devoted to God Almighty and having noble morals, working together, thinking critically, being creative, independent, and having global diversity.

The curriculum used in the 2024/2025 academic year is the independent curriculum. This curriculum is an innovation in education that aims to provide schools with the freedom to develop a curriculum according to the needs and characteristics of students. The ultimate goal of learning outcomes integrated with the Pancasila Student Profile in general is to shape students' character to foster faith, piety to God Almighty, and noble character, global diversity, independence, critical thinking, mutual cooperation and creativity by accommodating this diversity.

The Pancasila Student Profile can be implemented effectively intact at SD Negeri 1 Linggasari with the motto " *Religious* , Smart, and Culture ". So in compiling the Education Unit Curriculum, the characteristics of students with all backgrounds behind it become One consideration main so that become education Which fair in diversity. *Strengths, Weaknesses, Opportunities, Threats (SWOT)* analysis can be used to evaluate the implementation of the Curriculum. The Objective Model theory can also play an important role in this analysis by providing a clear framework for setting educational goals.

The educational objectives at SD Negeri 1 Linggasari by applying *the objective model* theory can be reflected in the school's vision. The achievement of the school's vision is the realization of students who are faithful, accomplished, and cultured. The *objective model theory* emphasizes the determination of clear learning objectives as a basis for the educational process. Background behind students at Linggasari 1 Public Elementary School are on level economy intermediate down with means infrastructure inadequate in support process learning Good intracurricular, co - curricular and extracurricular.

The religious background of the majority (99%) of students is Muslim. In terms of socio-cultural, students own background behind person old Which The same its culture . Most people old are laborers. In addition, Students' interests and talents are also very diverse. Based on the background Therefore , I am interested in writing a paper on " SWOT Strategy as an Application of *Objective Model Theory* in the Curriculum at SD Negeri 1 Linggasari".

2. RESEARCH METHODS

2.1 Research Subject

The subjects of the study were students of SD Negeri 1 Linggasari, Banyumas Regency. The subjects of the study consisted of students , parents of students, class and subject teachers, school committees, and stakeholders.

2.2 Research Design

Research is defined as methods to explore meaning by a number of individuals or groups of people who are considered to originate from social or humanitarian problems (Cresswell, 2016: 4). In line with Sugiyono's opinion in Nurdin and Hartati, namely qualitative research is research that is used to research the conditions of natural objects, where researchers are key instruments (Nurdin, Hartati, 2019: 75).

This research design uses a single case study with an intrinsic type. Case study is a research strategy in which researchers carefully investigate a program, event, activity, either a group or an individual (Creswell, 2016: 20). In line with Arikunto, case study research is a research conducted intensively, in detail and in depth on a particular organization, institution or phenomenon (Arikunto, 2014:185). According to Yin, a case study is an empirical inquiry that investigates phenomena in real-life contexts (Yin, 2019:18).

Yin stated that the purpose of a case study is not just to explain what the object being studied is like but to explain how it exists and why the case can occur. In other words, case study research does not only answer research questions but is more comprehensive and thorough. Satake in Nurdin and Hartati put forward three types of case study research, namely 1) intrinsic case study, 2) instrumental case study, 3) collective case study. Intrinsic case study is conducted when the aim is to better understand a common case, for example an individual problem. Instrumental case study is used with the aim of understanding an issue that is reformulated theoretically.

Collective case study is a study of several cases and uses several teams. In line with Yin's opinion that case study research design is divided into 2 classifications, namely single case study design and multi-case case study (Nurdin, Hartati, 201: 80-81). The case study research design implemented in this research is shown in Figure 1, which consists of several stages, which have been described and can be summarized as consisting of selecting subjects, identifying problems, formulating problem hypotheses, selecting methods appropriate to the problem, data collection, data analysis and conclusions.

2.3 Time and Place of Research

The research location was conducted at SD Negeri 1 Linggasari Banyumas. The location was chosen considering that the researcher was assigned to the school. The research was conducted from July to December 2024 and data processing analysis was conducted from January to March 2025. The researcher chose this time because of the effective learning activities. Observation of the research subjects was conducted in August 2024 and data collection was conducted in September 2024.

2.4 Data analysis

Analysis conducted in this study began with the data collection stage. Data collection techniques used in this study consisted of interviews, observations and documentation (Mardawani, 2020:49) The data analysis steps used in this study are to use a model that can produce accurate data (Creswell, 2010:276), namely:

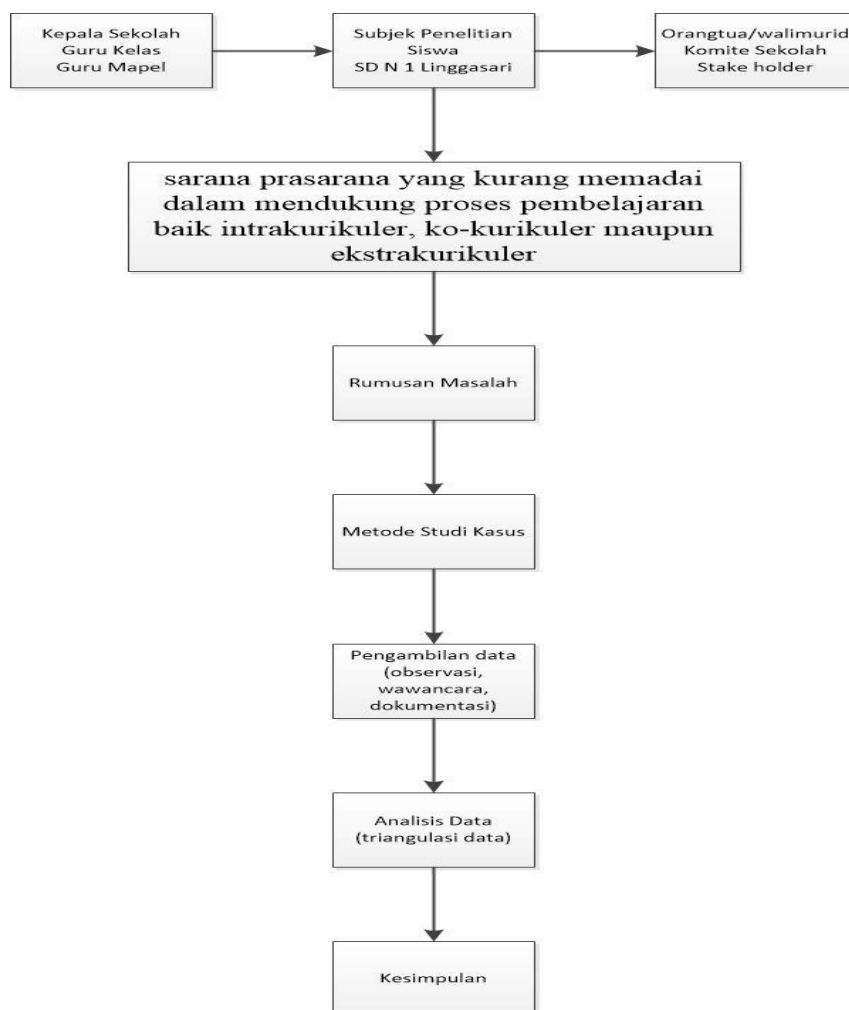


Figure 1. Case Study Research Design

a. Processing and preparing data

This step involves transcribing interviews, typing field data, or selecting and organizing data according to information sources.

b. Reading the entire data

The results of the information from the interview transcripts obtained and reflecting the overall meaning. Steps to read the data by writing special notes or general ideas about the data obtained.

c. Analyze in more detail by coding the data

Coding is the process of processing material or information into written segments before interpreting it (Rosman, Rallis in Creswell, 2010: 276). The steps in coding consist of several stages, including: taking written or image data that has been collected, interpreting sentences into categories, then labeling categories with special terms. Apply the coding process to describe the setting, people, categories and themes to be analyzed. The results of the research are described and then analyzed for the coding process to create categories. These categories can be part of the research results but are still reinforced with various quotes or theories.

d. Delivering analysis results

The results of the analysis are described in narrative form. The narrative obtained is in accordance with the coding results.

e. Interpreting data or conclusions

Researchers interpret data or conclusions by confirming or denying the information or theory that has been presented according to the information or theory obtained.

Triangulation in credibility testing can be interpreted as checking data from various sources in various ways and at various times, so that triangulation can be grouped into three types, namely source triangulation, data collection technique triangulation and time triangulation. Triangulation is basically a data checking model to determine whether data really accurately describes a phenomenon in a study (Wijaya, H. 2019: 95).

Based on the theory, the data validity test carried out in this study uses triangulation. Researchers who collect data with triangulation, then researchers actually collect data that simultaneously tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources. Researchers use two types of triangulation, namely technical triangulation, source triangulation, and time triangulation.

3. RESULTS AND DISCUSSIONS

The implementation of character education in SD Negeri 1 Linggasari Banyumas is stated in the Curriculum and described in the subjects in the RPP, school culture and extracurricular activities. This is in line with the opinion of Pertiwi, et al. that the implementation of character education can be successful if there is solid and optimal teamwork in implementing it (Pertiwi, et al., 2019:4).

3.1 Identifying SWOT Strategies

1. Strengths
 - a) A clear vision (contained in the SD Negeri 1 Linggasari Curriculum)
 - b) Flexibility in Learning
 - c) Increasing Student Motivation
 - d) Good Human Resources
 - e) Local culture
2. Weaknesses
 - a) Lack of teacher understanding
 - b) Limited learning facilities
 - c) Lack of faith values
3. Opportunities
 - a) Cooperation with other institutions
 - b) Support from the government
 - c) Community involvement
 - d) Participate in academic and non-academic competitions
4. Threats
 - a) Limited funds
 - b) Changes in education policy
 - c) The existence of globalization

3.2 Objective Model Theory in the curriculum at SD Negeri 1 Linggasari.

Objective model theory at SD Negeri 1 Linggasari involves setting learning objectives that are in accordance with the school's vision and developing relevant learning experiences for students.

1. Setting clear goals
2. Development of learning experiences
3. Organization of learning experiences
4. Performance based evaluation

3.3 The Relationship between Curriculum, Objective Model Theory, and SWOT Strategy

3.3.1 The Relationship between Curriculum and Objective Model Theory

In accordance with the objective model theory, the goal of faith in SD Negeri 1 Linggasari is a guideline for designing learning that supports spiritual and moral values. The Curriculum through the *Pancasila Student Profile* encourages the dimensions of faith and piety to God Almighty, which supports the achievement of this goal. Objective Model ensures that educational strategies at SD Negeri 1 Linggasari are directed to measure student success in achieving essential competencies.

By focusing on mastery of core concepts and talent development, students are encouraged to achieve. The Objective Model underlines the importance of the relevance of learning to the social and cultural context of students at SD Negeri 1 Linggasari. In the Curriculum, project-based learning allows students to develop pride in local culture through contextual activities.

3.3.2 The Relationship between Independent Curriculum and SWOT Strategy

The SWOT strategy analyzes *Strengths*, *Weaknesses*, *Opportunities*, and *Threats to determine strategic steps*. The implementation of the school's vision with the Curriculum can be strengthened through the SWOT approach, as shown in the table below :

Table 1. SWOT Analysis Table Internal Factor Evaluation Matrix

No.	STRENGTH (S)	Weight	Rating	Score
1	A clear vision (contained in the SD Negeri 1 Linggasari Curriculum)	0.20	4	0.80
2	Flexibility in learning	0.15	4	0.60
3	Increased Motivation	0.13	3	0.39
4	Good Human Resources	0.15	4	0.60
5	Local culture	0.12	3	0.36
Number of S		0.75		2.75
No.	WEAKNESS (W)	Weight	Rating	Score
1	Lack of teacher understanding	0.10	2	0.20
2	Limited learning facilities	0.11	2	0.22
3	Lack of faith values	0.04	2	0.08
Number of W		0.25		0.50
Total IFE (SW)		1		2.25

Table 2. SWOT Analysis External Factor Evaluation Matrix

No.	OPPORTUNITIES (O)	Weight	Rating	Score
1	Collaboration with other institutions	0.12	4	0.48
2	Support from the government	0.11	3	0.33
3	Community involvement	0.20	3	0.60
4	Participate in academic and non-academic competitions	0.10	3	0.30
Number O		0.53		1.71
No.	THREATS (T)	Weight	Rating	Score
1	Limited funds	0.15	1	0.15
2	Changes in education policy	0.09	2	0.18
3	The existence of globalization	0.12	2	0.24
Number of T		0.47		0.68
Total EFE (OT)		1		1.03

Based on the results of the SWOT table analysis with coordinates (2.25; 1.03) shows that the Curriculum is in the positive quadrant position (quadrant 1) meaning that the implementation of this curriculum is very effective and efficient. This shows that the strategy used in the implementation of this curriculum is truly appropriate and can optimize internal potentials and utilize existing opportunities without being too hindered by external threats, resulting in rapid growth in the education system. The following is an interpretation of the positive quadrant position in the context of SWOT analysis:

- a. **Positive Quadrant Position** : This means that the strategy used in implementing this curriculum has quite large internal strengths (*Strengths*) and has succeeded in utilizing existing opportunities (*Opportunities*) with few weaknesses (*Weaknesses*) and interference from external threats (*Threats*).
- b. **Rapid Growth** : With the right strategy, the implementation of this curriculum can significantly improve educational performance and effectiveness. This is demonstrated by the curriculum's ability to increase student motivation and learning activities, as well as the institution's ability to adapt and integrate technology in learning.

This SWOT analysis provides guidance for developing strategies that are relevant to the school's vision in the context of the Independent Curriculum:

1. **Power Optimization (S):**
 - a. Leveraging a clear vision to design faith-, culture-, and achievement-based learning.
 - b. Using the flexibility of Independent Curriculum learning to support high-achieving students.
2. **Reduce Weakness (W):**
 - a. Providing training to teachers to better understand learning strategies that integrate faith values.
 - b. Seeking financial support through collaboration with external parties to improve facilities.
3. **Taking Advantage of Opportunities (O):**
 - a. Involving the community in local culture-based programs (farmers) to create cultured students.
 - b. Participate in relevant competitions to encourage student achievement.
4. **Addressing Threats (T):**
 - a. Instilling local faith and cultural values through project-based learning to deal with the impact of globalization.
 - b. Develop alternative funding sources to reduce dependence on government budgets.

With the SWOT table, it provides a strategic overview that can be used to support the vision of SD Negeri 1 Linggasari. With a targeted strategy, schools can utilize strengths and opportunities to achieve the vision contained in the curriculum, while mitigating existing weaknesses and threats.

3.3.3 The Relationship between Independent Curriculum, Objective Model Theory, and SWOT Strategy in Independent Curriculum

The relationship between the independent curriculum, *objective model theory*, and SWOT strategy is that they complement each other:

1. **The Independent Curriculum through the school's Vision** is the main goal to be achieved.
2. **The Objective Model theory** provides a systematic framework for designing objective-based curriculum.
3. **SWOT strategy** helps schools analyze internal and external situations to support strategic vision realization.

With this synergy, SD Negeri 1 Linggasari can create students who are faithful, high-achieving, and cultured through the implementation of the appropriate Curriculum.

4. CONCLUSIONS

The objective model theory in the Curriculum at SD Negeri 1 Linggasari is a strategic step to achieve an educational vision that is oriented towards developing student character. By setting clear goals, developing relevant learning experiences, and conducting effective evaluations, schools can create a learning environment that supports holistic student development. Through a SWOT analysis, schools can identify factors that influence the success of implementing this curriculum, so that they can formulate further strategies for improving and developing education in the future. It is recommended that SD Negeri 1 Linggasari continue to provide training for teachers related to the implementation of the Curriculum and *the objective model theory* and involve the community in the curriculum development process to support educational success.

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