



An analysis of the curriculum development to improve literacy skills in Islamic elementary school based on hilda taba's framework

Ahmad Syauqi Fuady  ^{1*}, Eka Saptaning Pratiwi ¹, Miftakhur Rizki¹, Sofan Sulong²

¹ STIT Muhammadiyah Bojonegoro, Bojonegoro, Indonesia, 62113

² Yala Rajabhat University, Yala District, Thailand, 95000

Article info	Abstract
Keywords: Curriculum Development, Islamic Elementary School, Literacy.	Literacy is an important skill and the foundation for students. Therefore, the school needs to develop a curriculum (planning, implementation, and evaluation) to develop students' literacy skills. This study aims to understand curriculum development to improve literacy skills in Islamic elementary schools. Using a qualitative research approach with a case study design, this study gathers information through interviews with two key informants, analysis of curriculum documents, and observation. The research analysis includes five stages: data collection, coding, data reorganization, data interpretation, and the presentation of findings. Hilda Taba's curriculum development theory serves as a framework for analyzing research data. The results indicate that: (1) the curriculum planning stage is carried out by identifying student needs and exploring community aspirations; (2) the implementation stage of the Madrasah Literacy Movement is realized in the form of a 15-minute daily reading movement, library visits, reading corners, and integration into Indonesian language learning; (3) an evaluation stage once a year to measure the results of curriculum implementation and provide report card for co-curricular activities each semester. The conclusion of this study shows that curriculum development is carried out in a bottom-up manner (grassroots approach) and emphasizes the pivotal role of teachers, as outlined by Hilda Taba.

* Corresponding Author.

E-mail address: syauqi.asf68@gmail.com (Ahmad Syauqi Fuady)

DOI: <http://dx.doi.org/10.33578/jpfkip.v15i4.922-936>

Received 7 March 2026; Received in revised form 2 June 2026; Accepted 6 July 2026

Available online 30 August 2026

e-ISSN 2598-5949 | p-ISSN 2303-1514 © The Authors.

1. Introduction

Literacy is widely recognized as one of the core competencies that must be nurtured from the earliest stages of formal education. Across global education systems, students' literacy attainment is positioned as a strategic goal and is consistently identified as a foundation for academic achievement across all subjects in the school's curriculum (Cambridge Assessment, 2013; Thomas et al., 2023). Literacy enables learners to acquire and construct knowledge that supports personal growth, deepens empathy, and strengthens emotional and social capacities (Mar et al., 2008). It also underpins the development of critical thinking, which is indispensable for effective problem-solving (Haryanto et al., 2022; Mukarromah et al., 2023; Rachmaningtyas et al., 2022). Literacy proficiency contributes to the cultivation of creative, analytical, and reflective thinking skills (Siregar et al., 2025), as well as the capacity to process and evaluate relevant information, thereby enhancing cognitive development (Salamah et al., 2022; Saputra et al., 2024).

Traditionally, literacy was understood primarily as the ability to read, write, and perform basic numeracy. However, as educational paradigms have evolved in response to technological advancement and social transformation, the concept of literacy has broadened considerably. It now encompasses a range of competencies, including critical literacy, visual literacy, multiliteracies, multimodality, mathematical literacy, digital literacy, health literacy, and media and information literacy (Graham et al., 2020; Pilgrim & Martinez, 2013; Wuyckens et al., 2022). Contemporary literacy means as the capacity to identify, interpret, create, and communicate meaning within increasingly complex and rapidly changing digital environments. As such, literacy is regarded as a lifelong competence essential for professional engagement, sustainable development, and responsible global citizenship (UNESCO, 2025). Nevertheless, foundational skills—particularly reading and writing—remain decisive predictors of students' academic performance within the learning process (Schleppegrell, 2013).

Reading, writing, and numeracy constitute the fundamentals of educational and life success. Therefore, it must be systematically developed during the early years of schooling (Birgisdottir et al., 2020; Neuman et al., 2000). Evidence indicates that literacy development in the early years of primary education significantly influences subsequent academic achievement (Gath et al., 2025) and plays a determining role in overall learning progression (Apriliana et al., 2022). Sustained literacy instruction through year five can mitigate learning difficulties that contribute to attainment disparities (Zimmerman et al., 2008). In contrast, limited literacy competence has been identified as a risk factor for long-term behavioral difficulties in childhood development (Fergusson & Lynskey, 1997; McIntosh et al., 2012).

Given its centrality to academic success, literacy must occupy a prominent position within school policy and practice. The curriculum operates as a principal instrument for achieving educational objectives and guiding the implementation of school programs (Sedya Santosa & Syarifah Risma Aulia, 2025). Schools are required to design curricula that explicitly and systematically foster students' literacy development. In this regard, the development of a robust foundational literacy curriculum aligned with contemporary knowledge frameworks is imperative (Wexler, 2019). A well-structured curriculum provides coherence in the organization of instructional content and enables literacy provision to be responsive to learners' diverse cultural, social, and economic backgrounds (Kamanzi et al., 2025). Socioeconomic background is one factor contributing to students' low literacy skills (Nirmala, 2022). Moreover, a curriculum focused on strengthening reading competence has been shown to reduce educational disparities and expand opportunities for achievement in reading and writing, particularly among students from lower socioeconomic backgrounds (Coleman & Concannon, 2022).

Conceptually, the curriculum may be understood as a structured framework that organizes learning opportunities and the arrangement of subject content (Ornstein & Hunkins, 2017). Robert Doll characterizes the curriculum as encompassing both formal and informal processes planned by schools to facilitate the development of knowledge, understanding, skills, attitudes, and appreciation (Machali, 2014). Drawing on this perspective, the curriculum includes formally (planned) articulated aims, objectives, subject matter, and instructional structures, alongside informal (unplanned) socio-psychological interactions between teachers and students that shape attitudes and behaviors (Ornstein & Hunkins, 2017). The curriculum comprises the totality of learning experiences and intended learning outcomes organized by the school (Ahid, 2006; Posner & Strike, 1974).

Academic interest in curriculum development has long engaged educational theorists and practitioners (Johnson, 1967). It is based on the conceptualization that any enacted curriculum is the product of deliberate developmental processes (Almadani et al., 2024). Curriculum development is inherently dynamic as a response to shifts in social, political, economic, and technological contexts (Nursaputri & Aisyah, 2024). At the institutional level, curriculum development is influenced by theological, philosophical, cultural, sociological, psychological, and policy considerations (Kuswandi et al., 2024; Syaukani et al., 2023), as well as by learners' developmental needs within specific cultural settings (Ahid, 2006). Hilda Taba emphasizes that curriculum development should be grounded in contextual relevance and authentic learning experiences (Zahara et al., 2025). In this sense, curriculum development represents an adaptive and strategic endeavor through which educational institutions sustain relevance and pursue intended educational outcomes (Budiayanti et al., 2020; Mubin et al., 2025; Plate, 2012).

Against this conceptual backdrop, the present study examines the processes and stages of curriculum development undertaken to strengthen students' literacy competence in the Islamic elementary school, or *madrrasah ibtidaiyah*. Specifically, it analyses three interrelated components: the model of curriculum planning, the implementation strategies, and the evaluation mechanisms employed to support literacy enhancement.

2. Literature review

In practice, curriculum development comprises interrelated stages of planning, implementation, and evaluation (Murwaningsih & Fauziah, 2023; Purwadhi, 2019). It involves clearly defined procedures, stakeholder participation, and systematic decision-making processes (Fatoni et al., 2024; Mubin et al., 2025; Ornstein & Hunkins, 2017; Sedyas Santosa & Syarifah Risma Aulia, 2025). Through careful planning, institutions seek to produce curricula that are coherent, comprehensive, and sufficiently specific to guide effective teaching and learning (Aiman et al., 2024), while remaining responsive to contemporary societal demands (Alsubaie, 2016). Ultimately, curriculum development aims to design contextually appropriate educational frameworks that enhance students' learning experiences and outcomes, thereby improving educational quality (Kuswandi et al., 2024; Nurmansyah et al., 2021; Silawat, 2017).

The curriculum development according to Hilda Taba's curriculum development theory model, which delineates seven interrelated stages: (1) diagnosis of learners' needs; (2) formulation of objectives; (3) selection of curriculum content; (4) organisation of content; (5) selection of instructional methods to facilitate meaningful learning experiences; (6) organisation of learning activities; and (7) determination of evaluation procedures (Ornstein & Hunkins, 2017). Taba's model was selected for its inductive, bottom-up orientation, which emphasizes responsiveness to institutional context and encourages innovation grounded in locally identified

needs (Fatoni et al., 2024; Kuswandi et al., 2024; Zahara et al., 2025; Zein et al., 2021). From this perspective, curriculum development is most effective when undertaken by teachers who possess direct knowledge of their students' characteristics and learning requirements (Almadani et al., 2024).

3. Method

This study adopted a qualitative approach to explore in depth how subjects construct meaning around the process of literacy curriculum development at MI Muhammadiyah 7 Kenep, Balen, Bojonegoro, East Java (Creswell, 2013; Miles et al., 2014). Based on the Institutional Curriculum documents of MI Muhammadiyah 7 Kenep, researchers identified literacy as one of the four core pillars underpinning the madrasah's educational framework. A single-case study design was therefore employed to generate a comprehensive, contextually grounded understanding of literacy curriculum development in this specific institutional setting (Yin, 2016). Participants were selected purposively to ensure rich, relevant insights into the phenomenon under investigation. This sampling strategy enabled the researcher to engage directly with individuals who were centrally involved in curriculum design and implementation. The research participants are presented in Table 1.

Table 1. Research participants

No	Position	Gender	Code
1.	Chief of Madrasah	Male	S1
2.	Deputy Chief for Curriculum	Female	S2

Data were collected through documentary analysis, semi-structured interviews, and observation. The madrasah's curriculum document served as the primary source for examining institutional policies concerning the rationale objectives of literacy development, the implementation of literacy policies, and assessment or evaluation mechanisms. The interviews sought to elicit participants' professional experiences and reflections regarding curriculum development. In-depth, open-ended interviews were conducted to capture participants' perspectives in their own terms and conceptual language (Oranga & Matere, 2023). An interview guide was used to ensure alignment with the research focus, while the researchers maintained flexibility to probe emerging issues, consistent with a semi-structured format. The interview protocol was developed with reference to Hilda Taba's curriculum development theory, as mentioned in the Literature Review section. The observations were conducted to obtain an overview of library conditions and to document daily 15-minute reading activities. The instruments utilized in this study are summarised in Table 2.

Table 2. Research instruments

No	Instruments	Indicators
1.	Interview	1. Diagnosis of Learners' Needs 2. Curriculum Objectives 3. Content Selection 4. Curriculum Organisation 5. Selection of Instructional Methods 6. Organization of Learning Activities 7. Determination of Evaluation Procedures

No	Instruments	Indicators
2.	Documentation	1. Literacy Program Planning 2. Literacy Program Implementation 3. Literacy Program Assessment and Evaluation
3.	Observation	1. Conditions and activities in the library 2. A daily 15-minute reading activity

Given that both interview transcripts and documentary materials were textual, systematic transcription was undertaken to facilitate rigorous analysis. The data were organized thematically through coding procedures aligned with the research objectives. Following transcription, the data were synthesized, interpreted, and presented in a coherent analytical narrative (Busetto et al., 2020). Data analysis proceeded iteratively, reflecting established principles of qualitative inquiry (Moser & Korstjens, 2018). The analytical process comprised five interrelated stages: data collection, coding, data organization, interpretation, and the presentation of findings (Yin, 2016).

4. Results

4.1 Planning for the development of literacy competence within the curriculum

Curriculum planning, stated by S1, “literacy curriculum planning is carried out collaboratively each year. The entire madrasah—from the principal to teachers and administrative staff—is actively involved in developing the curriculum.” Meanwhile, S2 stated that “several parties are involved in curriculum planning. The madrasah, starting with the principal, teachers, and administrative staff, is also involved. We each have our own roles, from the curriculum department, student affairs, public administration, and so on.”

Both informants (S1 and S2) explained that literacy curriculum planning is undertaken annually through a collaborative working meeting convened at the start of the academic year. The important purpose of this forum is to formulate the literacy curriculum and ensure its alignment with the madrasah’s vision and mission. All key stakeholders participate actively in this process, including the Chief of Madrasah, the deputy chief responsible for curriculum, student affairs, and facilities, teachers, and administrative staff. In addition to internal actors, external stakeholders such as the madrasah supervisor, the madrasah committee, and representatives of the foundation are also involved in shaping the curriculum. Institutional curriculum documents position literacy as one of the four central pillars of development. According to S1, two principal considerations underpin this policy orientation. First, “The first reason for developing literacy is that literacy is one of the pillars of intellectual ability. Intellectual ability is determined by the ability to read, write, and comprehend what is being read.” So, there is a shared institutional belief that students’ academic progress is fundamentally dependent upon literacy competence, particularly reading, writing, and text comprehension. These skills are viewed as indispensable foundations for lifelong learning. Second, “Parents place their hopes in schools for their children to be intelligent. That is it, simple. These parental hopes then form the basis for our literacy development. We view literacy as the key to student intelligence.” The policy reflects parental aspirations predominantly from lower-middle socioeconomic backgrounds for their children to attain academic success. The madrasah interprets these aspirations as a mandate to prioritize the systematic development of students’ literacy competence. These considerations have led the madrasah to formalize literacy programs within the curriculum, thereby ensuring a structured and sustained provision grounded in identified student needs and parental expectations. Informant S1 noted that “the literacy strategic direction emerged from a needs analysis initiated in 2018.

The literacy program is progressing slowly. Literacy is key for madrasah in improving the abilities of students from lower socioeconomic backgrounds.” Establishing literacy as a curricular pillar represents a contextually informed decision, particularly given that the student population largely originates from rural communities with limited access to reading resources. Moreover, parental awareness of the long-term significance of literacy remains relatively limited. As reflected in the curriculum document, literacy development is therefore designed in a contextualized manner, taking account of student characteristics, community conditions, and institutional values.

The overarching aim of literacy development within the curriculum is to cultivate a culture of literacy across the madrasah. Such a culture is essential for enabling students to access, interpret, and apply information from diverse sources in meaningful ways. Informant S1 stated, “The key to student achievement in many areas, mathematics, science, and others, is reading and writing skills.” This information showed that students’ academic achievement can be improved by fostering habitual reading and writing practices. Regular reading, accompanied by written reflections or summaries, is considered instrumental in strengthening critical thinking and deepening textual comprehension. Over time, the sustained practice of reading, writing, and critical engagement is expected to reinforce academic attainment and prepare students for progression to higher levels of education.

4.2 Implementation of literacy development within the curriculum

The madrasah curriculum commits to multidimensional literacy development, encompassing basic literacy (reading and writing), numeracy, scientific literacy, information and technological literacy, environmental literacy, and religious literacy. While these domains reflect a broad conceptual framework, interview data from informant S1 stated that “in our curriculum document, we state that multidimensional literacy encompasses reading, writing, numeracy, science, religion, and the environment. Among these aspects, reading and writing are key.” This data indicates that current institutional priorities focus primarily on strengthening reading and writing skills. These foundational competencies are viewed as gateways to broader knowledge acquisition and as prerequisites for engagement with contemporary academic demands. Informant S1 further noted that proficiency in reading and writing substantially influences students’ performance in numeracy and science.

In practice, literacy development is operationalized through several structured initiatives: the Madrasah Literacy Movement, a daily 15-minute reading session prior to formal instruction, classroom reading corners and a digital library, and the “One Year, One Work” program. Informant S1 described the “Madrasah Literacy Movement as a tangible expression of the institution’s commitment to fostering an academic culture rooted in literacy. Literacy is one aspect of building a madrasah.” Its implementation includes the provision of reading gazebos, classroom reading spaces, a literacy-themed corner, the promotion of writing practices, and opportunities for student publication. Both informants indicated that these initiatives are introduced progressively and subject to annual review. Observation results showed that student representatives take turns collecting books from the library for classroom use, and these materials are subsequently used in the compulsory fifteen-minute reading program conducted before the commencement of formal intraclass instruction.

The daily 15-minute reading session is a core activity and is consistently implemented before lessons start. Students are expected to complete at least two non-textbook books per month. This initiative evolved from an earlier practice of reading every Monday, illustrating a phased, sustainable approach to program development. Responsibility for overseeing the program lies

with the Deputy Chief for Curriculum, while homeroom teachers coordinate implementation in collaboration with the teacher responsible for the first lesson of the day.

Informant S1 stated that “after students read, they continue to write down their reading. So, what they read is written down, even if it is only a few lines. These reading and writing activities are recorded in a literacy book. Reports of students' reading and writing activities in this literacy book are submitted to the teacher in charge of each class.” As noted by S2, students are required to record summaries of their reading in a Literacy Logbook. These entries are reviewed and documented by homeroom teachers. Once daily reading becomes an established habit, additional structured literacy activities with clear accountability mechanisms are introduced.

Further support for literacy development is provided through scheduled library visits and classroom reading corners, which ensure access to reading materials during break times. Observation data showed that library utilization management is implemented through a structured scheduling system. The librarian organizes library visits according to a structured timetable, although students are permitted to access the library beyond these scheduled sessions. Recognition is awarded quarterly to students who demonstrate high levels of library engagement, serving as a motivational strategy.

Observational findings indicate that students demonstrate a strong preference for visually oriented reading materials. The madrasah continues to encounter several operational challenges, particularly those related to limited facilities and infrastructure. One of the primary constraints concerns the insufficient or limited number of library collections. Most of the reading materials on the library shelves are outdated collections that have not undergone substantial renewal or expansion over the past four years.

The “One Year, One Work” program is the final major literacy initiative embedded in the curriculum. This program integrates literacy activities directly into Indonesian language instruction, thereby engaging subject teachers in its implementation. Students produce various forms of written work, including short stories, poems, and pantun (traditional rhyming verse). Selected works are compiled and published in an anthology of student writing. Additionally, students demonstrating strong literacy competence are encouraged to participate in writing competitions. This initiative reflects a deliberate strategy to embed literacy development within subject-based learning rather than confining it to supplementary activities.

Overall, literacy development within the madrasah extends beyond co-curricular initiatives—such as daily reading and library visits—and is systematically integrated into intra-curricular activities within the formal instructional practice. As explained by informant S1, students' literacy achievements in co-curricular activities are formally documented in semester report books issued to parents. “Students' achievement results in literacy activities in the form of reading and writing are reported to parents in the co-curricular activity report every semester,” informant S1 said.

4.3 Evaluation of literacy development within the curriculum

Curriculum evaluation is conducted annually through a comprehensive review meeting involving all relevant stakeholders within the madrasah. During this forum, literacy program outcomes are collectively assessed to determine effectiveness and identify areas requiring refinement. Where shortcomings are identified, the institution responds by revising program design and, where necessary, increasing the intensity of literacy initiatives. The findings of this evaluation inform subsequent curriculum adjustments. Outcomes are also communicated to parents to support institutional transparency and accountability.

Student literacy achievement is assessed using measurable indicators, including increases in reading frequency and duration, as well as improvements in the quality of written work. Evaluation criteria encompass vocabulary development and demonstrated gains in comprehension, as reflected in students' Literacy Logbook entries. Teachers assess progress through qualitative analysis of students' written output. Assessment outcomes are subsequently reported to parents through both the Literacy Logbook and the formal semester report book, providing documented evidence of students' literacy development.

5. Discussion

The findings suggest that curriculum development within the madrasah proceeds incrementally through a bottom-up orientation. In this respect, the madrasah acts as a conduit for articulating community aspirations concerning their children's educational futures. The prioritization of literacy, particularly reading, text comprehension, and writing, emerges as a strategic response to the expectations of a community largely situated in lower-middle socioeconomic contexts. Reading and writing are recognized not merely as academic skills, but as foundational life competencies. Accordingly, responsibility for their development rests collectively with schools, teachers, parents, and the wider community, especially during the formative years of schooling (Neuman et al., 2000).

Evidence indicates that knowledge-based curriculum development can serve as a powerful lever for improving reading attainment, particularly among students from disadvantaged socioeconomic backgrounds (Coleman & Concannon, 2022). Learners from such contexts are statistically more susceptible to language-related literacy barriers and persistent reading difficulties (Neuman et al., 2018). Much research further demonstrates that students from lower-middle socioeconomic backgrounds benefit from literacy curricula and instructional approaches that depart from conventional or overly traditional models (Coleman & Concannon, 2022; Kaefer et al., 2015; Wexler, 2019). Against this backdrop, the decision to foreground reading and writing within the madrasah curriculum constitutes a contextually grounded and strategic. Emphasizing these competencies is particularly pertinent given their cross-curricular significance, underpinning achievement in science and mathematics (Birgisdottir et al., 2020).

Curriculum planning within the madrasah is characterized by broad stakeholder engagement, encompassing internal actors such as the Chief of Madrasah, Deputy Heads, teachers, and educational staff, as well as external stakeholders, including foundation representatives, the madrasah committee, and supervisory authorities. Such inclusive participation is critical for ensuring that curriculum design remains responsive to evolving community expectations. The involvement of teachers is especially significant, as they possess direct and practical insight into students' abilities and learning needs (Almadani et al., 2024; Zahara et al., 2025). Meanwhile, external stakeholders contribute perspectives that reflect both community interests and regulatory frameworks, thereby aligning curriculum development with wider educational objectives (Kamanzi et al., 2025; Sedyta Santosa & Syarifah Risma Aulia, 2025; Wexler, 2019). This participatory model resonates strongly with Hilda Taba's grassroots approach to curriculum development, which underscores the importance of drawing upon diverse sources of contextual data in curriculum design (Fatoni et al., 2024; Ornstein & Hunkins, 2017).

A defining feature of Taba's framework is the central role accorded to teachers in shaping instructional processes to realize curricular aims (Kuswandi et al., 2024; Zein et al., 2021). The important role of teachers in curriculum development and ensuring that learners achieve the desired curriculum objectives (Rusdy Iskandar & Andi Prastowo, 2024). Effective literacy learning

depends not only upon curriculum structure but also upon the quality of the learning environment and the appropriateness of instructional materials (Apriliana et al., 2022). Institutional and teachers' support are pivotal in nurturing students' motivation and sustained engagement with literacy activities. In this regard, schools should invest in continuous professional development to strengthen teachers' literacy expertise and innovation, ensuring that instruction is responsive to learner characteristics while fostering confidence and intrinsic motivation (Abidin et al., 2025; Saputra et al., 2024; Siregar et al., 2025).

The Madrasah Literacy Movement operationalizes these principles through a range of structured activities, including daily fifteen-minute reading sessions, scheduled library visits, classroom reading corners, and the systematic provision of reading materials (Bungsu & Dafit, 2021; Mukarromah et al., 2023; Yunita Anindya et al., 2019). The routine practice of reading for 15–30 minutes each day, followed by reflective written summaries in a reading log, represents a deliberate pedagogical strategy to embed literacy habits. Beyond enhancing technical proficiency, this integrated practice of reading and reflective writing also contributes to character formation (Farikah, 2019). Nevertheless, its success depends on teachers' capacity to adopt contextually appropriate methods and strategies tailored to the specific dynamics of each classroom (Rachmaningtyas et al., 2022). Persistent challenges include limited access to high-quality reading materials, variable levels of family support, and instructional approaches that may lack sufficient engagement (Siregar et al., 2025). Research consistently indicates that cultivating a supportive literacy environment and institutional culture significantly strengthens literacy outcomes (Prawira et al., 2023).

Library visits and classroom reading corners further function as practical mechanisms for reinforcing literacy engagement. These initiatives aim to normalize regular library use as part of students' everyday routines. Libraries play a crucial role in improving student literacy. Therefore, libraries must be attractively organized and designed, with a varied collection of books available to prevent students from getting bored (Dewi & Antosa, 2020; Zukhraeni et al., 2023). To achieve this objective, library management must develop complementary programs that actively encourage student participation (Subur et al., 2022). Enhancing facilities, such as expanding the reading garden and adding and renewing the library's book collection (Irma et al., 2021; Kurniawan et al., 2021), and improving service quality are equally important for attracting sustained student engagement and extending time spent within the library environment. Importantly, the library should be conceived not solely as a reading space but also as a place for reflection, informal learning, and collaborative discussion (Azhari & Ramadan, 2022).

Literacy development is also embedded within formal subject instruction through the integration of reading and writing activities into Indonesian language lessons. This revealed that the teacher has a pivotal role in integrating literacy into the learning process (Nirmala et al., 2026). Such curricular integration has been shown to improve students' writing proficiency, critical reasoning, reading comprehension, and argumentative capacity (Alhaki, 2020; Susilowati et al., 2025). Effective integration depends upon teacher creativity, strong institutional support, and active student participation (Pangestu et al., 2026; Sari et al., 2025). Teacher initiatives often have a greater influence on improving students' literacy skills than systematic learning programs (Mastiah et al., 2026). Sustained improvement, therefore, requires ongoing teacher training, the provision of contextually relevant learning resources, and supportive policy frameworks that promote transformative and holistic pedagogical practices (Anum et al., 2025).

Curriculum development should be understood as a dynamic process oriented towards meeting students' evolving competency needs through continual enhancement of teaching and learning practices. Schools must remain adaptive, engage in systematic self-evaluation, and

pursue sustained institutional growth (Alsubaie, 2016). Regular evaluation is essential for assessing the impact of literacy initiatives and informing subsequent refinements. Furthermore, the formal documentation of students' literacy achievements in semester report books for co-curricular activities provides tangible and authentic evidence of developmental progress.

6. Conclusion and implications

Broadly, curriculum development unfolds across three interrelated stages. The planning phase involves systematically identifying students' needs, carefully considering community aspirations, and formulating clear objectives for literacy development. The implementation phase is carried out through the Madrasah Literacy Movement, which encompasses structured daily 15-minute reading sessions, organized library visits, the provision of classroom reading corners, and the integration of literacy practices into Indonesian language instruction. The evaluation phase is conducted annually to review the effectiveness of literacy curriculum implementation. In addition, students' literacy achievements in co-curricular activities are formally documented each semester through written reports included in official report cards. The finding indicates that the curriculum development process is grounded in a bottom-up orientation, reflecting a grassroots approach to educational planning. The findings underscore the pivotal importance of teachers' active engagement at every stage—planning, implementation, and evaluation as Hilda Taba's theory.

7. Limitation

This study is subject to certain limitations, notably the reliance on data derived from only two informants. Future research would benefit from involving a broader cohort of participants, particularly teachers directly engaged in literacy curriculum development. Moreover, incorporating students as research informants would yield more nuanced insights into competency development and literacy learning outcomes, thereby enriching the depth and robustness of subsequent investigations.

Declaration and Statement

CRedit Authorship Contribution Statement

Ahmad Syauqi Fuady: conceptualization, methodology, field research, data curation and analysis, original draft writing, coordination, and supervision. Eka Saptaning Pratiwi: methodology, drafting interview instrument, conducting interviews, transcribing interviews, research result drafting, translating, and grammar correction. Miftakur Rizki: methodology, drafting interview instrument, transcribing interview, and research result drafting. Sofan Sulong: final article reviewing, translating review.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Funding Statement

The authors did not provide information regarding funding.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. Because the data include human participant information, they are not publicly available to protect participant privacy.

Ethical Declaration

This research was conducted in accordance with ethical guidelines and did not undergo formal ethics committee review. Data collection for this study was conducted through document review and interviews with the principal and vice principal of curriculum. The research team states that the research procedures were carried out to minimize risks to the informants. This study adheres to the principles of the Declaration of Helsinki. Verbal consent was obtained from all informants before collecting research data through document review and interviews. Informant participation was voluntary, and informants had the right to withdraw from the study without any risk or consequence. The confidentiality of informant information was guaranteed, and all data from informants were anonymized in reporting and publication.

Informed Consent Statement

The authors did not provide information regarding informed consent.

Acknowledgement (Optional)

The authors would like to thank the Chief of MI Muhammadiyah 7, Kenep Bojonegoro, and the Deputy Chief of Curriculum of MI Muhammadiyah 7, Kenep Bojonegoro, for their participation and support in this study. This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Declaration of Generative AI and AI-Assisted Technologies

During the preparation and writing of the manuscript, especially during translation into English, the authors used ChatGPT-5.3. The authors used this tool for improving grammar. All content generated by the AI was thoroughly reviewed, edited, and validated by the authors, who take full responsibility for the final content. The authors provided the prompts and edited the output to ensure accuracy and relevance. Generative AI was not used for these sections: research data, the discussion of the study's findings, and the discussion.

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