

THE IMPLEMENTATION OF CURRICULUM POLICIES BASED ON TYLER MODEL AT SITUATIONAL ENGLISH COURSE

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ABSTRACT

Curriculum policy plays an important role in determining how learning objectives, instructional activities, and evaluation are implemented in educational institutions. Tyler's (1949) curriculum model provides a systematic framework for curriculum development through four main components: educational objectives, learning experiences, organization of learning experiences, and evaluation. This study aims to analyze the implementation of curriculum policy at Situational English Course Medan using Tyler's curriculum model as the analytical framework. This research employed a qualitative approach. The data were collected through semi-structured interviews with two participants who are directly involved in the learning process, namely the course manager and an English teacher. The collected data were transcribed and analyzed through data reduction, categorization, and interpretation based on Tyler's four curriculum components. The findings indicate that the curriculum implementation at Situational English Course Medan focuses on developing students' communicative competence in real-life contexts. The learning objectives emphasize practical English communication such as self-introductions, discussions, and presentation skills. Learning experiences are implemented through interactive classroom activities including role plays, speaking practices, and group discussions. The learning materials are organized progressively from basic communication skills to more advanced speaking activities. In terms of evaluation, students' performance is assessed through speaking tasks, classroom participation, and presentation activities. These findings suggest that Tyler's curriculum model provides a practical framework for organizing English language learning programs in non-formal education settings that emphasize communicative competence.

Keywords: Curriculum Policy, Tyler Model, English Course, Non-Formal Education, English Institution.

INTRODUCTION

Education plays an important role in developing individuals and preparing them to face social and professional challenges. Through education, learners gain knowledge, skills, and attitudes that allow them to participate actively in society. Therefore, educational institutions must organize learning processes carefully in order to achieve educational goals effectively. Institutions are not only responsible for delivering knowledge but also for designing learning experiences that help students develop practical skills and competencies (Ornstein & Hunkins, 2018).

To support this process, effective educational management is needed. Educational management refers to the process of planning, organizing, implementing, and evaluating educational activities to achieve institutional goals efficiently (Bush, 2011). Good management helps ensure that teaching activities run systematically, learning resources are used effectively, and students receive meaningful learning experiences. Educational management is important not only in formal education such as schools and universities but also in non-formal education institutions, including English language courses. English courses have become increasingly popular because many learners want to improve their English skills for academic purposes, career opportunities, competitions, or international communication. Unlike formal schools, English courses often focus on practical communication skills and flexible learning approaches. Therefore, they require effective management strategies so that learning programs remain relevant to students' needs.

One important aspect of educational management is the curriculum. The curriculum functions as a guide that determines what students should learn, how learning activities should be conducted, and how learning outcomes should be assessed (Tyler, 1949). It helps teachers organize learning experiences in a systematic way and ensures that teaching activities are aligned with educational objectives.

Closely related to the curriculum is curriculum policy, which determines how the curriculum is designed and implemented within an institution. Curriculum policy influences the direction and quality of educational programs. According to Ornstein and Hunkins (2018), curriculum policy helps institutions maintain consistency in teaching practices and provides a framework for evaluating learning outcomes. One of the well-known approaches to curriculum development is Ralph W. Tyler's curriculum model. Tyler (1949) proposed a framework that focuses on four main elements: objectives, learning experiences, organization of learning experiences, and evaluation. These elements are used to determine educational goals, design learning activities, organize the learning process, and evaluate whether the objectives have been achieved.

Several studies have applied Tyler's model to examine curriculum implementation. Ashari et al. (2023) analyzed curriculum transformation at Darussalam Gontor Modern Boarding School in Indonesia and found that Tyler's model guided adjustments in learning objectives, teaching methods, and evaluation strategies. Wulandari and Wakhudin (2025) also reported that Tyler's Objective Model helped align classroom activities with academic and character development goals in SD Negeri 1 Linggasari Banyumas. Other studies by Maryono and Emilia (2022), Ilham (2019), and Sholihah (2017) used Tyler's framework to analyze English curriculum design, learning activities, and assessment practices in different educational contexts.

Although many studies have used Tyler's model to analyze curriculum implementation, most of them focus on formal education institutions such as schools or international education programs. Research that applies this model in non-formal education settings, particularly English language courses, is still limited. This gap is important because English courses often emphasize practical communication skills, flexible learning methods, and student-centered approaches. Situational English Course Medan is one of the non-formal English learning institutions that focuses on

improving students' practical communication skills. The course provides learning activities such as speaking practice, discussions, presentations, and situational communication exercises. The curriculum is designed to help students build confidence in using English in real-life situations. Considering the limited research on curriculum implementation in English course institutions, this study aims to analyze how curriculum policies are implemented at Situational English Course Medan using Tyler's curriculum model as the analytical framework. By examining the objectives, learning experiences, organization, and evaluation within the course curriculum, this study seeks to provide a clearer understanding of curriculum policy implementation in a non-formal English learning environment.

LITERATURE REVIEW

Curriculum

In the teaching and learning process, the curriculum serves as the foundation for achieving educational goals. It provides direction for learning activities carried out in educational institutions and helps students develop the knowledge and skills required in their education. Tyler (1949) explains that the curriculum includes all learning experiences planned and directed by schools to achieve educational objectives. The term curriculum comes from the Greek words *curir*, meaning runner, and *curare*, meaning a place to race (Barlian et al., 2022). In education, the term refers to the path that students follow throughout their learning process (Indarta et al., 2022). Therefore, the curriculum can be understood as a structured plan that guides teaching and learning activities in educational institutions.

The curriculum must be designed by authorized institutions that have the knowledge and capacity to develop appropriate learning programs (Maryono & Emilia, 2022). In practice, the curriculum includes learning materials, teaching strategies, and educational programs that support the development of students' knowledge and abilities. According to Nurhasanah et al. (2021), the curriculum consists of a set of subjects and learning programs designed to achieve educational goals. Ripandi (2023) also states that the curriculum functions as a learning plan developed under the responsibility of educational institutions and teachers. Similarly, Arofah (2021) explains that the curriculum includes all planned learning programs implemented by an educational institution. In addition, the curriculum has several important functions in education. Zahra et al. (2023) explain that the curriculum helps students develop their abilities and personalities toward educational goals. Inglis identifies several functions of the curriculum such as adjustment, integration, differentiation, preparation, selection, and diagnostic functions. These functions help students adapt to their environment, recognize individual differences, and prepare for further education or participation in society.

Curriculum Policy

Curriculum policy plays an important role in guiding how the curriculum is designed and implemented in educational institutions. It provides direction for determining learning materials, teaching approaches, and instructional strategies used in the learning process. Curriculum policy is applied not only in formal education but also in non-formal education settings such as English language courses (Harahap, 2025).

Stufflebeam and Shinkfield (2007) explain that curriculum policy development involves several stages, including agenda setting, policy formulation, implementation, and evaluation. These stages help ensure that curriculum policies are developed and implemented systematically. In Indonesia, curriculum policies have evolved over time following social and educational developments. Since independence, several curriculum reforms have been introduced to improve the quality of education while maintaining the national foundation based on Pancasila and the 1945 Constitution (Siswoyo, 2013). These

reforms aim to adapt the education system to changing social needs.

Curriculum policy development also occurs in other countries. For example, Japan revises its curriculum approximately every ten years in order to maintain the relevance of its education system (Harada, 2018). However, in some contexts curriculum implementation may face challenges. Molapo and Pillay (2018) explain that in South Africa curriculum implementation can be affected by political influences and limited teacher involvement.

Priestley, Biesta, and Robinson (2021) argue that curriculum policy does not only exist in official documents but also influences how teachers interpret and apply the curriculum in classroom practice. Teachers therefore play an important role in implementing curriculum policies. According to Pinar (2021), curriculum policy reflects the philosophical and ideological foundations of an education system. Darling-Hammond (2022) also states that effective curriculum policies should support meaningful learning experiences and ensure alignment between curriculum standards, teaching practices, and assessment systems. However, challenges such as limited resources and insufficient professional development can affect the implementation of curriculum policies (Saputra et al., 2023).

Tyler's Model

Tyler's curriculum model was developed by Ralph W. Tyler, an American educational scholar. The model was introduced in his book *Basic Principles of Curriculum and Instruction* published in 1949. Tyler's model became one of the most influential frameworks in curriculum development and evaluation.

Tyler proposed four main elements in curriculum development: objectives, selecting learning experiences, organizing learning experiences, and evaluation. The first element is objectives. Educational objectives describe the expected learning outcomes that students should achieve after participating in learning activities. These objectives guide teachers in determining the knowledge, skills, and attitudes that students need to develop (Tyler, 1949). The second element is selecting learning experiences. Learning experiences refer to the interactions between students and their learning environment that help them achieve educational objectives. Tyler emphasized that students learn more effectively when they actively participate in learning activities. The third element is organizing learning experiences. Learning activities must be organized systematically so that they support each other and help students gradually develop knowledge and skills. Tyler identified three important principles in organizing learning experiences: continuity, sequence, and integration. The final element is evaluation. Evaluation is used to determine whether educational objectives have been achieved. According to Tyler (1949), evaluation should measure the extent to which students demonstrate the expected learning outcomes. Assessment methods may include tests, assignments, observations, or performance tasks

METHODOLOGY

This study employed a qualitative research design to analyze the implementation of Ralph W. Tyler's curriculum model at Situational English Course Medan. Qualitative research focuses on understanding social phenomena through participants' experiences and perspectives. According to Fiantika et al. (2022), qualitative research constructs knowledge based on individual experiences, social realities, and contextual interpretations in order to develop patterns of understanding. In this study, the qualitative approach was used to explore how the principles of Tyler's curriculum model are implemented in practice within an English course institution. The analysis focused on the four key components proposed by Tyler (1949): defining educational objectives, selecting learning experiences, organizing learning experiences, and evaluation. The data in this study consisted of information related to the implementation of Tyler's curriculum model in English learning activities at Situational English Course Medan. The data focused on how the four curriculum

components educational objectives, learning experiences, organization of learning experiences, and evaluation are applied in the teaching and learning process. The primary data sources were obtained from interviews with two participants directly involved in curriculum implementation: the manager of Situational English Course Medan and an English teacher who implements the curriculum in classroom activities. In addition, secondary data were obtained from books and previous studies related to curriculum development and evaluation to support the theoretical framework of this research.

The data were collected through semi-structured interviews to obtain detailed and in-depth information about curriculum implementation. The interview questions were designed based on the four components of Tyler's curriculum model to explore how educational objectives are formulated, how learning experiences are selected and organized, and how evaluation is conducted in the English learning program. The data collection process involved preparing interview guidelines, conducting interviews with the manager and teacher, recording the interview sessions to ensure accuracy, and transcribing the recordings into written form. The collected data were then organized according to the categories of Tyler's curriculum components.

The data were analyzed using qualitative data analysis techniques. The analysis began by carefully reading the interview transcripts to understand the overall information provided by the participants. Important statements related to curriculum planning, learning activities, and evaluation practices were then identified and categorized based on Tyler's four curriculum components: educational objectives, selecting learning experiences, organizing learning experiences, and evaluation. After categorizing the data, the findings were interpreted by comparing them with relevant theories and previous studies. Finally, conclusions were drawn to describe how Tyler's curriculum model is implemented at Situational English Course Medan and how it contributes to the English language learning process.

FINDINGS AND DISCUSSION

This section presents the findings of the study based on interviews conducted with two participants at Situational English Course Medan, namely the institution's manager (Mr. Afan) and an English teacher (Ms. Aulia). The interviews were conducted to explore how the institution implements Tyler's (1949) curriculum model in its English language teaching program. The analysis focuses on four key elements of Tyler's model: objectives, selecting learning experiences, organizing learning experiences, and evaluation.

1. Educational Objectives

The first component identified in the course program is the formulation of educational objectives. The course manager explained that the main goal of the program is to improve students' ability to communicate in English in everyday situations. As stated by the manager during the interview: "Our main objective is to help students feel confident when speaking English. We want them to be able to communicate in daily conversations, not only understand grammar rules." This statement indicates that the course prioritizes communicative competence as the primary learning objective. Such emphasis is consistent with the principles of communicative language teaching, which focus on meaningful interaction and practical language use. As explained by the manager, the institution adapts the CEFR framework to suit local learning needs rather than strictly following it. He stated that many students join the course because they want to improve their speaking confidence for school purposes, competitions, or future career opportunities. This indicates that the curriculum objectives are designed to respond to students' real communicative needs. The teacher also confirmed that learning objectives are translated into specific

situational goals for each lesson. According to the teacher, students are expected to be able to perform practical communicative tasks such as introducing themselves, ordering food in a restaurant, participating in job interviews, giving presentations, or communicating in workplace situations. This shows that the curriculum objectives are practical and contextual, focusing on students' ability to use English in real-life situations rather than merely understanding grammatical theory.

2. Selecting Learning Experiences

The second component observed is the provision of learning experiences. The English teacher explained that classroom activities are designed to encourage active participation. The teacher stated: "In most meetings we ask students to practice speaking with their classmates through role play, short dialogues, and group discussions. This helps them become more confident in using English." These activities allow students to practice language skills in interactive contexts. According to Tyler's framework, learning experiences should provide opportunities for students to practice behaviors that lead to the intended objectives.

3. Organization of Learning Experiences

The organization of learning experiences in the course follows a gradual structure. Lessons typically begin with basic vocabulary and expressions before moving to more complex communication tasks. The teacher explained: "We usually start from simple expressions and vocabulary. After students understand the basic forms, we ask them to apply them in conversations or role play activities." This sequence reflects Tyler's principle that learning experiences should be organized in a way that facilitates progressive development of knowledge and skills. These activities encourage students to participate actively and help them become more familiar with authentic language use. For example, role-play activities allow students to practice real-life communication scenarios, while group discussions provide opportunities for students to express their ideas. Conversation-based games also help create a relaxed learning atmosphere that motivates students to participate more confidently. Based on the interview results, the course mainly applies the principles of sequence and integration. The manager explained that the institution supports teachers by providing learning materials and coordinating regularly to ensure that the curriculum is implemented consistently across classes. This practice reflects the principle of integration, as it ensures that learning activities across different classes remain connected and aligned with the institution's goals. The teacher also described how lessons are structured step by step. First, students are introduced to new vocabulary and expressions related to the topic. Next, the teacher presents model dialogues to demonstrate how the expressions are used. After that, students practice the dialogues with their partners under the teacher's guidance. Finally, students perform role plays or create their own dialogues independently. This step-by-step approach reflects Tyler's principle of sequence, where learning progresses gradually from simpler tasks to more complex activities. However, the findings also indicate that the continuity principle is not clearly evident in the curriculum implementation. Neither the manager nor the teacher mentioned any structured effort to revisit key learning elements over time across different lessons. This suggests that while individual lessons are well organized, the systematic reinforcement of previously learned skills throughout the program may still be limited.

4. Evaluation

The fourth finding relates to evaluation practices. Tyler (1949) defines evaluation as the process of determining whether educational objectives have been achieved. The findings show that evaluation in this course is conducted through multiple approaches. The manager explained that the institution regularly evaluates the curriculum by

observing students' learning progress, collecting feedback from students, and discussing teaching practices with teachers. The teacher also described several assessment methods used in the classroom. These include observing students during role-play activities, conducting speaking practice tests, giving vocabulary quizzes, and evaluating students' confidence and fluency when speaking English. The teacher further explained that the results of these evaluations are used to improve the teaching process. For example, if many students experience difficulties in speaking, the teacher increases the number of conversation practices. Similarly, if students struggle with grammar, additional sessions are provided to strengthen their understanding of language structure. Overall, the findings indicate that the curriculum implementation at Situational English Course Medan reflects the main components of Tyler's curriculum model, although some aspects, particularly the continuity principle, are not fully evident.

DISCUSSION

In this following section, the writers will compare the findings with those of previous studies to gain a comprehensive understanding of curriculum policy at Situational English Course Medan broadly reflects the principles proposed in Tyler's (1949) curriculum model.

Compared to previous studies, several similarities and differences can be observed. Wulandari and Wakhudin (2025) examined the implementation of Tyler's objective model in an Indonesian public elementary school. Their study showed that curriculum objectives were closely connected to the development of students' character values through the Pancasila Student Profile. In contrast, the objectives at Situational English Course Medan focus primarily on developing students' communicative competence in everyday situations such as job interviews, restaurant conversations, and workplace communication. Despite these differences, both studies confirm Tyler's argument that clear and relevant objectives are essential for effective curriculum implementation.

A different context can be seen in the study conducted by Ashari et al. (2023) at Darussalam Gontor Modern Boarding School. Their research found that the curriculum objectives were strongly influenced by Islamic values and leadership development, while learning experiences included various academic, extracurricular, and hidden curriculum activities. In comparison, the Situational English Course applies Tyler's model in a much simpler context, focusing mainly on communicative language practice within classroom activities.

Another comparison can be drawn from Ilham's (2019) study, which evaluated the TEFL 1 syllabus at Muhammadiyah University of Mataram using Tyler's model. Ilham found several weaknesses in the syllabus, including unclear objectives, mismatched learning activities, and assessments that did not effectively measure learning outcomes. In contrast, the present study found that the objectives, activities, lesson organization, and evaluation at Situational English Course Medan appear to be well connected despite the institution not relying on a rigid formal syllabus. Similarly, Maryono and Emilia (2022) analyzed the International Baccalaureate (IB) English curriculum and found that it successfully implemented all three organizing principles of Tyler's model: continuity, sequence, and integration. However, the findings of this study indicate that only sequence and integration are clearly evident in the Situational English Course curriculum, while continuity has not been strongly implemented. Finally, Sholihah (2017) analyzed the English curriculum at Udomsasn Wittaya School in Thailand and found inconsistencies between the national curriculum, school syllabus, and lesson plans. In contrast, the Situational English Course Medan demonstrates a relatively consistent connection between objectives, learning activities, lesson organization, and evaluation practices, even though it does not follow a formal national curriculum.

Overall, the discussion highlights that Tyler's curriculum model can be applied effectively in different educational contexts, including informal English language courses. The findings suggest that clear objectives, interactive learning experiences, structured lesson organization, and continuous evaluation can contribute to more effective English language learning.

CONCLUSION AND SUGGESTION

Based on the findings of this study, the implementation of Ralph W. Tyler's curriculum model at Situational English Course Medan generally reflects the main components proposed in Tyler's curriculum framework, namely educational objectives, learning experiences, organization of learning experiences, and evaluation. The institution formulates learning objectives that emphasize students' communicative competence in real-life situations, such as introducing themselves, participating in conversations, and communicating in workplace contexts. To achieve these objectives, the course provides interactive learning experiences through activities such as role plays, discussions, conversation practices, and language games that encourage students to actively use English. The learning experiences are also organized in a gradual sequence, beginning with vocabulary and expressions, followed by guided practice and communicative activities that help students progressively develop their language skills. In addition, evaluation is conducted through classroom observation, speaking practices, quizzes, and student participation in order to monitor students' learning progress and support improvements in teaching practices.

However, the findings also indicate that the principle of continuity in Tyler's curriculum model has not been fully implemented, as there is limited evidence of systematic reinforcement of previously learned materials across different lessons. Therefore, several suggestions can be proposed. The institution should develop a more structured curriculum framework that strengthens the continuity of learning materials across different levels. Teachers are also encouraged to continue implementing interactive and communicative learning activities that provide students with more opportunities to practice English in meaningful and authentic situations. In addition, institutional management should conduct regular curriculum evaluations and gather feedback from teachers and students in order to improve curriculum implementation and ensure that learning objectives, instructional activities, and assessment practices remain aligned with students' needs.

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