

Research Horizon

ISSN: 2808-0696 (p), 2807-9531 (e)

Research Horizon

Volume: 06

Issue: 02

Year: 2026

Page: 1003-1014

Citation:

Satria, T. A., & Sutapa, M. (2026). Integrating personal mastery and team learning through strategic curriculum design: A systematic literature review. *Research Horizon*, 6(2), 1003-1014.

Article History:

Received: March 14, 2026

Revised: April 24, 2026

Accepted: April 27, 2026

Online since: April 30, 2026

Integrating Personal Mastery and Team Learning through Strategic Curriculum Design: A Systematic Literature Review

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Abstract

This study aims to systematically examine how curriculum functions as a strategic tool in developing personal mastery and team learning within the context of 21st-century education. The central issue addressed is how effective curriculum design can foster reflective individual growth and support the development of collaborative learning cultures. Qualitative research design using a systematic literature review approach was employed, analyzing articles published between 2018 and 2025 from Google Scholar and Scopus databases. The findings reveal that curriculum designs integrating approaches such as mastery learning, team-based learning, and problem-based learning effectively enhance students' conceptual understanding, self-directed learning, and collaborative skills. Adaptive and reflective curricula supported by futures literacy and sustainability-oriented frameworks contribute to the development of lifelong learning and organizational learning cultures. The study concludes that curriculum functions as a strategic instrument capable of orchestrating both individual and collective learning processes. It emphasizes the need for flexible, student-centered, and collaborative curriculum models to foster resilient and adaptive educational systems in response to global challenges.

Keywords

Collaborative Learning, Curriculum Design, Personal Mastery, Strategic Curriculum, Team Learning.

1. Introduction

In the context of 21st-century education, the curriculum is no longer perceived merely as an administrative document but rather as a strategic instrument that shapes learning processes, individual development, and the learning culture within educational institutions. Rapid social change and global challenges require education systems to produce individuals who are adaptive, reflective, and capable of effective collaboration. Therefore, curriculum design should not be limited to academic achievement but must also emphasize the development of both personal and collective capacities of learners. A flexible, adaptive, and contextual curriculum is considered an essential tool for educational transformation that aligns with future demands (Amarta et al., 2020; Asy'ari & Hamami, 2023).

Within the framework of the learning organization theory proposed by Peter Senge (1990), five core disciplines underpin sustainable learning, including personal mastery and team learning. Personal mastery refers to the individual's capacity for continuous self-development through reflective and lifelong learning processes, while team learning emphasizes the ability of groups to think collectively, engage in dialogue, and build shared understanding. In the educational context, these two variables serve as key indicators in evaluating the effectiveness of curriculum design in fostering not only cognitive competence but also emotional and social maturity. This study examines curriculum as the independent variable, while personal mastery and team learning are positioned as dependent variables representing individual and collective learning outcomes.

Previous studies have demonstrated that the implementation of approaches such as mastery learning, Team-Based Learning (TBL), and Problem-Based Learning (PBL) can enhance students' self-awareness, intrinsic motivation, and collaborative competencies (Gregorzewski et al., 2018; Diego-Mantecon et al., 2021; Zhang et al., 2024). Furthermore, the development of futures literacy in higher education has been shown to foster complex, reflective, and future-oriented thinking (Kazemier et al., 2021). Sustainability-oriented learning models, such as e-learning frameworks for education for sustainable development and the concept of Sustainable Learning and Education, further highlight the importance of curricula that support lifelong learning (Hays & Reinders, 2020; Zhang et al., 2020). However, most of these studies focus on the implementation of specific learning models in isolation and do not comprehensively examine the curriculum as a strategic tool that integrates personal mastery and team learning simultaneously.

The research gap lies in the limited number of studies that systematically explore how curriculum can be designed as a strategic instrument to integrate intrapersonal and interpersonal dimensions of learning. Moreover, although there are studies addressing personal mastery and team learning separately, there is still a lack of research that integrates these two constructs within a unified curriculum framework based on the learning organization perspective. This indicates the need for a more holistic approach in understanding the role of curriculum as a driver of educational transformation (Rebelo et al., 2020; Abadi et al., 2025). The novelty of this study lies in its attempt to integrate the concepts of personal mastery and team learning within a single analytical framework based on curriculum through a systematic literature review approach. This study not only examines the implementation of various learning models but also positions the curriculum as a strategic variable capable of orchestrating both individual and collective learning processes in a sustainable manner. Thus, this research offers a new perspective on curriculum development oriented toward the establishment of learning organizations in educational settings.

The objective of this study is to systematically examine how curriculum can function as a strategic instrument in developing personal mastery and team learning in the context of modern education. It also aims to identify curriculum design

approaches that promote reflective individual growth while fostering a collaborative learning culture within educational environments.

The contribution of this study is expected to provide both conceptual and empirical foundations for the development of adaptive, transformative, and sustainability-oriented curricula. In addition, the findings may serve as a reference for policymakers, educators, and curriculum developers in designing learning systems that not only prioritize academic achievement but also strengthen the personal and collective capacities of learners. Ultimately, the curriculum can serve as a strategic instrument in shaping a resilient, collaborative, and responsive educational ecosystem capable of addressing the complex challenges of the 21st century.

2. Literature Review

2.1. Curriculum in the 21st Century

In the context of 21st-century education, the curriculum is no longer viewed merely as an administrative document but as a strategic instrument that shapes learning processes, individual development, and learning culture. It must be designed in a dynamic and adaptive manner to respond to social changes and learners' needs (Amarta et al., 2023). As a normative framework, the curriculum encompasses values, goals, and instructional strategies that support the formation of lifelong learners. A flexible and contextual curriculum can function as an effective tool for educational transformation by enhancing self-awareness and individual capabilities. This perspective aligns with contemporary educational demands that emphasize not only academic achievement but also the development of personal and social competencies (Susilowati & Suyatmini, 2016; Mubarok, 2023).

From a learning organization perspective, the concept of personal mastery introduced by Senge (1990) highlights continuous learning as a core aspect of individual development. Personal mastery reflects an individual's commitment to continuously expanding their capacity to achieve meaningful goals (Rebelo & Lourenço, 2019). Therefore, the curriculum should be designed to promote self-reflection, critical thinking, and awareness of the learning process. Empirical studies indicate that learning systems integrating personal mastery can enhance intrinsic motivation and learning persistence (Gregorzewski et al., 2018). Thus, the curriculum plays a crucial role in shaping independent, adaptive, and reflective learners capable of navigating the complexities of the 21st century.

2.2. Strategic Curriculum Design

Beyond individual development, the curriculum also serves a strategic role in facilitating collective learning through team learning. Team learning refers to a group's ability to think collectively, engage in dialogue, and act cohesively toward shared goals (Gusrini et al., 2020; Thelma et al., 2024). In educational contexts, this is reflected in collaborative learning designs such as project-based learning and problem-based learning, which have been shown to enhance communication, teamwork, and problem-solving skills (Diego-Mantecon et al., 2021). A curriculum that integrates collaborative strategies provides opportunities for learners to develop social and emotional competencies that cannot be achieved through individual learning alone.

Furthermore, the curriculum acts as a catalyst for establishing a learning organization by fostering reflective and systemic learning processes. Organizational learning emphasizes deep reflection and paradigm shifts in learning practices (Nurhasanah, 2019; Mundiri et al., 2024). A flexible and contextual curriculum enables the creation of adaptive learning environments that respond effectively to change (Mujahid, 2024). Additionally, competency- and experience-based approaches support the simultaneous integration of personal mastery and team

learning (Soomro et al., 2020). By adopting a holistic approach that considers both individual and group dynamics, the curriculum can create a collaborative, adaptive, and sustainable learning ecosystem (Asy'ari & Hamami, 2020; Zhang et al., 2024).

3. Methods

This study employs a qualitative research design using a Systematic Literature Review (SLR) approach to examine the strategic role of curriculum in developing personal mastery and team learning. The SLR design enables a structured, transparent, and replicable process for identifying, selecting, and synthesizing relevant scholarly literature. The study is guided by established systematic review procedures to ensure rigor and credibility in the analysis.

The population of this study consists of scholarly articles related to curriculum development, personal mastery, and team learning in educational contexts. The accessible population includes articles indexed in reputable academic databases, namely Google Scholar and Scopus. From an initial pool of 40 identified articles, a sample of 10 articles was selected through a purposive sampling technique based on predefined inclusion criteria. These criteria include publication in peer-reviewed journals, relevance to the research focus, and publication within the time frame of 2018–2025. Articles that did not meet these criteria were excluded during the screening process.

Data collection was conducted through a systematic online search in June 2025 using specific keywords, including “Curriculum Development,” “Personal Mastery in Education,” “Team Learning Strategies,” and “Strategic Educational Planning.” The selection process involved several stages, including identification, screening based on titles and abstracts, eligibility assessment through full-text review, and final inclusion. This process ensures that only high-quality and relevant studies are included in the review.

The data analysis technique employed in this study is thematic analysis. This involves identifying, comparing, and categorizing key findings from the selected articles into major conceptual themes related to curriculum development, personal mastery enhancement, and team learning implementation. The analysis was conducted manually without the use of bibliometric software to maintain the depth and richness of qualitative interpretation. To enhance the validity and reliability of the findings, repeated readings of the articles were performed, accompanied by discussions among researchers to achieve consistency in interpretation. The review process follows the principles of PRISMA, which are illustrated in Figure 1.

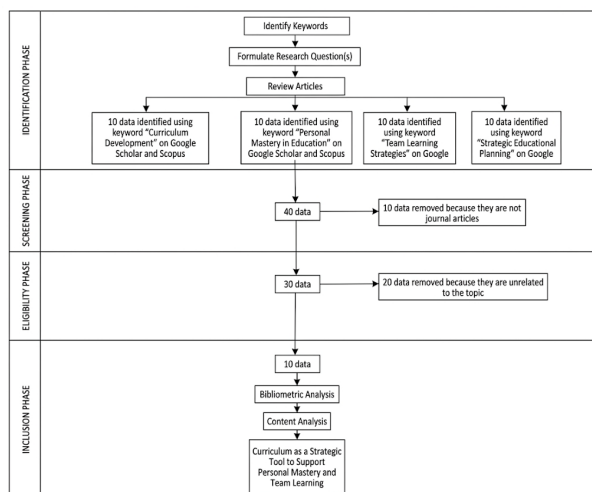


Figure 1. PRISMA Flowchart

4. Results

To examine the strategic role of curriculum in fostering personal mastery and team learning, this study reviews ten relevant journal articles, comprising five journals indexed in SINTA and five indexed in Scopus. The central focus of this review is to analyze how the curriculum, as a strategic educational instrument, facilitates both individual and collective development through transformative and sustainable approaches. The selected studies encompass a wide range of perspectives, including the advancement of futures literacy in higher education, sustainable learning practices, education for sustainable development, and the enhancement of educational leadership capacity. This review further evaluates the methodological approaches employed in each study, along with their principal findings, to identify how curriculum design, instructional strategies, and learning models contribute to the development of personal competencies such as self-reflection, systems thinking, and agency, as well as team-based competencies, including collaborative learning and the cultivation of learning organizations.

Table 1. Review of 10 SINTA and Scopus Articles on Curriculum as a Strategic Tool

Authors and Year	Title	Method	Findings
Amarta et al. (2023)	The Role and Function of Curriculum in General and Specific Contexts	Conceptual study/literature review	The curriculum is a fundamental component of the education system, serving as the primary reference for teachers and school leaders. It is centrally designed by the government and functions as a strategic instrument for achieving educational objectives.
Umam & Hamami (2023)	Curriculum Development Strategies to Meet 21st-Century Competency Demands	Literature review	Curriculum development involves stages such as needs identification, material selection, analysis, evaluation, and adoption. The approach is conceptual and aims to address the challenges of 21st-century competencies.
Suzana et al. (2023)	Learning Organization in Madrasah Aliyah Negeri 1 Bandar Lampung	Descriptive qualitative (interviews, observation, documentation)	The implementation of a learning organization was successful through Senge’s five disciplines: systems thinking, personal mastery, mental models, shared vision, and team learning, involving all stakeholders.
Oktavianda (2024)	Implementation of Learning Organization in Public Junior High School	Descriptive qualitative (interviews, observation, documentation)	SMPN 1 Mantup effectively implemented learning organization strategies through Senge’s five core components, reflected in school programs and activities.
Isfiastuti & Formen (2024)	The Influence of Educational Background and Teaching Experience on Teachers’ Self-Efficacy in Inclusive Education	Quantitative (causal-comparative design, ANOVA)	Educational background and teaching experience significantly influence teachers’ self-efficacy in inclusive education, with higher efficacy found among teachers holding relevant degrees and extensive experience.
Kazemier et al. (2021)	Mastering Futures Literacy in	Survey based on Wenger’s value creation	Participants demonstrated development in futures literacy outcomes, including enhanced

Authors and Year	Title	Method	Findings
	Higher Education	model and open reflection	perception, acceptance of complexity, and a stronger sense of responsibility, supported by effective instructional design.
Zhang et al. (2020)	Applied Model of E-Learning in the Framework of Education for Sustainable Development	Conceptual model development and literature study	A seven-level e-learning model effectively enhances competencies such as critical thinking, reflection, systems thinking, and decision-making, and is applicable across disciplines.
Hays & Reinders (2020)	Sustainable Learning and Education: A Curriculum for the Future	Conceptual study and curriculum development	Proposes Sustainable Learning and Education (SLE) as an innovative approach emphasizing systems thinking, ecological awareness, and learner autonomy for lifelong learning.
Gregorzewski et al. (2018)	Exploring the Personal Mastery of Educational Leaders	Model exploration and instrument validation	The FieldTransformation360 model effectively assesses personal mastery among educational leaders and supports transformational professional development.
Rebelo & Lourenço (2019)	The Journey of Team Learning since "The Fifth Discipline"	Literature review	Team learning has evolved into an independent research field, with progress in understanding its antecedents and outcomes, although integration with organizational learning remains limited.

Table 1 shows that the literature review indicates that the curriculum holds a fundamental position as a strategic instrument within the education system. As highlighted by Amarta et al. (2023), the curriculum serves as the primary reference for teachers and school principals in organizing the teaching and learning process. It functions not only as a technical guideline but also as a structured tool for achieving national education goals in a systematic and directed manner. Its predominantly centralized design by the government underscores its normative and regulatory role in shaping educational practices across institutions. Therefore, the curriculum cannot be separated from efforts to improve educational quality, as it forms the foundation for determining the direction, content, and instructional strategies implemented in educational settings.

In the context of global developments and the demands of 21st-century competencies, curriculum development requires an adaptive and needs-based approach. Umam and Hamami (2023) and Taufiqurrahman (2023) emphasize that curriculum development must follow systematic stages, including needs identification, material selection, analysis, evaluation, and adoption of relevant curriculum components. This approach highlights the importance of a curriculum that is responsive to social, technological, and economic changes. In line with this perspective, Hays and Reinders (2020) propose the concept of Sustainable Learning and Education (SLE), which emphasizes continuous learning by integrating systems thinking, ecological awareness, and learner autonomy. This framework suggests that future-oriented curricula should not merely focus on knowledge transmission but also on fostering critical and reflective thinking skills that support lifelong learning.

Furthermore, the concept of the learning organization emerges as a crucial approach in implementing adaptive and transformative curricula. Studies by Suzana et al. (2023) and Oktavianda (2024) demonstrate that the implementation of a learning organization in school settings can be effectively achieved through the five disciplines introduced by Peter Senge: systems thinking, personal mastery, mental models, shared vision, and team learning. The application of these components has been shown to enhance the involvement of all stakeholders in both learning processes and organizational development. These practices are reflected in various school programs and activities that promote collaborative learning and strengthen both individual and team capacities. This evidence reinforces the notion that the curriculum is not merely a formal document but also a dynamic instrument that fosters a sustainable and evolving learning culture within educational organizations.

In addition, strengthening individual capacity, particularly among teachers and educational leaders, is a key determinant of successful curriculum implementation. Isfiastuti and Formen (2024) found that educational background and teaching experience significantly influence teachers' self-efficacy in implementing inclusive education. Teachers with relevant academic qualifications and more than five years of teaching experience tend to exhibit higher levels of confidence in managing learning processes. Meanwhile, Gregorzewski et al. (2018) emphasize the importance of developing personal mastery among educational leaders through the FieldTransformation360 model, which has been validated as an effective tool for supporting transformational professional development. These findings suggest that the effectiveness of a curriculum is not solely dependent on its design, but also on the readiness and competence of the individuals responsible for its implementation.

Moreover, the integration of technology and innovative learning approaches further enhances the relevance of curricula in addressing future challenges. Zhang et al. (2020) developed a seven-level e-learning model that has proven effective in improving competencies related to Education for Sustainable Development (ESD), including critical thinking, reflection, systems thinking, and decision-making. This model is considered universal and applicable across various disciplines. Additionally, Kazemier et al. (2021) demonstrate that futures literacy-based development programs can enhance participants' ability to understand complexity, sharpen perception, and cultivate a sense of responsibility toward the future. Meanwhile, Rebelo and Lourenço (2019) note that team learning has evolved into an independent field of research since its introduction in the fifth discipline, although further studies are still needed to more comprehensively link it with organizational learning and learning organizations. The literature underscores that an effective curriculum must be adaptive, collaborative, and future-oriented, supported by strong individual capacities and the integration of sustainable and innovative learning practices.

5. Discussion

The findings affirm that curriculum design plays a strategic role in fostering personal mastery and team learning. Prior studies show that mastery learning effectively improves individual outcomes and deepens understanding. Pérez and Verdín (2023) found that it enhances cumulative grades and assignment quality, though not always final exam results, indicating its strength in sustaining long-term learning. This aligns with Senge's (1990) concept of personal mastery as continuous, disciplined learning toward meaningful goals. Accordingly, curricula that emphasize iterative, reflective, and scaffolded processes enable students to move beyond memorization toward deeper, meaningful knowledge construction (Wuwur, 2023).

Kazemier et al. (2021) highlight the importance of futures literacy in higher education through faculty development programs that enhance complex, future-oriented thinking and foster a strong sense of agency. Such curricula support the development of personal mastery by encouraging educators to articulate personal

visions and engage in reflective learning, aligning with Senge (1990). The collaborative design of these programs promotes team learning through dialogue, shared experiences, and joint problem-solving. This integration of individual and collective learning demonstrates how curriculum can strategically strengthen institutional capacity and adaptability (Szabo et al., 2025).

In addition, longitudinal research by Buraphadeja and Srisarkun (2024) provides further evidence of the effectiveness of mastery learning in addressing diverse student needs, particularly in computer science education during and after the COVID-19 pandemic. Their study demonstrates that mastery learning enhances student engagement and supports continuous learning by allowing learners to progress at their own pace. This flexibility is a key element of personal mastery, as it promotes self-directed learning and personal responsibility for academic achievement. At the same time, the inclusion of collaborative elements such as peer review and discussion forums fosters team learning by encouraging students to support one another in understanding complex concepts. These findings are consistent with Senge's (1990) view that team learning accelerates systemic understanding and leads to more effective collective problem-solving within learning environments.

Complementing these findings, Szabo et al. (2025) propose five models of mastery learning in computer science education that emphasize independent student progression, targeted support for struggling learners, and multi-layered assessment structures. Their research illustrates how curriculum can be strategically designed to reflect the principles of a learning organization. From a personal mastery perspective, these models enable students to fully master one competency before progressing to the next, thereby strengthening internal control over the learning process. Simultaneously, the integration of peer support systems and team-based learning activities enhances team learning by promoting knowledge exchange and collaborative problem-solving. This demonstrates that an effective curriculum must balance structure and flexibility to meet the needs of modern learners while fostering productive social interaction in the learning process.

The evolution of active learning approaches such as Team-Based Learning (TBL) and Problem-Based Learning (PBL) highlights the importance of curriculum adaptability. Alexander et al. (2024) note that during the pandemic, these approaches evolved into modified Team-Based Learning (mTBL) and modified Problem-Based Learning (mPBL) forms, demonstrating the curriculum's ability to adjust to changing contexts while maintaining active and collaborative learning. TBL, in particular, fosters key skills such as leadership, communication, and teamwork, which are essential for team learning, while also supporting personal mastery through individual analytical and case-based tasks. Zhang et al. (2024) further confirm that TBL is more effective than PBL in improving both theoretical outcomes and teamwork skills. Kessler et al. (2025) propose the EDU-TF model, an algorithm-based team formation approach that optimizes collaboration by considering both teacher and student needs. This reflects Senge's (1990) systems thinking, integrating curriculum, technology, and collaboration.

These findings demonstrate that curriculum, when intentionally designed to incorporate mastery learning, active learning strategies, and collaborative structures, can serve as a powerful instrument for developing both individual and collective learning capacities (Wijayanti & Kiswanto, 2023; George, 2023). Consistent with Senge's (1990) framework in *The Fifth Discipline*, personal mastery and team learning emerge as interconnected dimensions that can be effectively nurtured through a flexible, student-centered, and adaptive curriculum. The reviewed studies collectively affirm that such curriculum designs not only improve academic outcomes but also cultivate a learning culture characterized by

adaptability, reflection, and collaboration, which are essential for sustaining educational excellence in a rapidly changing world.

6. Conclusion

Based on the study's findings, this research confirms that the curriculum plays a strategic role in developing personal mastery and team learning as two key dimensions of a learning organization. The findings indicate that a curriculum design that integrates approaches such as mastery learning, team-based learning, and problem-based learning can improve students' conceptual understanding, learning independence, and collaborative skills. Furthermore, an adaptive, reflective, and future-oriented curriculum has been shown to foster a sustainable and change-responsive learning culture. The implications of this research suggest that curriculum developers and education practitioners need to design learning systems that focus not only on academic achievement but also on strengthening individual and collective capacity through the integration of active and collaborative learning strategies.

However, this research has several limitations, including the limited number of articles reviewed and its focus on literature without direct empirical validation in the field. Furthermore, most of the analyzed studies only partially examine personal mastery and team learning, thus underexploring their integration within the curriculum. Therefore, future research is recommended to develop empirical studies that test integrated curriculum models in various educational contexts, using both quantitative and mixed-method approaches. Future research also needs to explore the use of digital technology and learning analytics to support the integration of personal mastery and team learning, so that it can produce a more contextual, adaptive, and data-driven curriculum design.

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Acknowledgment

We gratefully acknowledge the contributions of individuals who supported the completion of this article.

Funding Information

This research did not receive any funding.

Conflict of Interest Statement

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.



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