

CURRICULUM ANALYSIS IN INDONESIA ANALISIS KURIKULUM DI INDONESIA

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ABSTRACT

This study aims to analyze the development of the education curriculum in Indonesia comprehensively, examine the factors that influence curriculum changes, as well as the challenges and opportunities in its implementation at various levels of education. The method used is qualitative with a literature study approach, namely through the analysis of official documents and related academic literature. The results of the study show that the curriculum in Indonesia has undergone significant changes since the era of independence, starting from the 1947 Curriculum to the 2022 Merdeka Curriculum, which reflects the response to social, political, economic dynamics, and global demands. These changes lead to efforts to improve the quality of education with an emphasis on character development, creativity, and 21st century competencies. However, the implementation of the curriculum still faces obstacles such as inequality between regions, limited resources, and the readiness of educators to adjust learning methods. This study also makes an important contribution to the development of educational science by offering an in-depth understanding of the evolution of an adaptive and visionary curriculum, as a basis for effective policy-making to produce superior and characterful generations.

Keywords: Curriculum Analysis, Indonesian Curriculum, National Education

A. INTRODUCTION

Education is an important component in the development process of a country. With education, the quality of human resources can be improved so that they are able to face various global challenges that are increasingly complicated. In the education system, the curriculum occupies a very strategic position because it is a reference in the implementation of the learning process. The curriculum not only contains the structure of learning materials, but also reflects the philosophy of education, the values upheld by a nation, and the direction of the development of science and technology.

In Indonesia, the curriculum has undergone various updates in response to social, political, economic, and scientific and technological dynamics. As explained by Purnama (2023), curriculum changes are a reflection of the needs of the community and the results of changes in the nation's life system. Since independence, Indonesia has implemented a number of national curriculums, including: the 1947, 1952, 1968, 1975, 1984, 1994, 2004 (Competency-Based Curriculum/KBK), 2006 (Education Unit Level Curriculum/KTSP), the 2013 Curriculum, and the latest is the Independent Curriculum. These changes are carried out in the spirit of improving the quality of national education, although they are often inseparable from the influence of political policies and globalization pressures.

The legal aspects regarding the implementation of basic education in Indonesia are listed in **Government Regulation of the Republic of Indonesia Number 28 of 1990**, especially Article 14 which emphasizes the importance of the curriculum as the core of achieving the goals of basic education. This curriculum is designed to include study materials and lessons that support the development of students' knowledge, attitudes, and skills. In line with that, **Law Number 20 of 2003 concerning the National Education System** states that the curriculum must include subject content that is not only cognitive,

but also supports the formation of character and competencies in the 21st century.

However, the implementation of the curriculum in Indonesia still faces various challenges. Inequality between regions, the readiness of educators, limited resources, and resistance to change are some of the factors that hinder the effectiveness of curriculum implementation. In the midst of the demands of 21st century education, the curriculum is required not only to produce students who excel academically, but also to have character, creativity, critical thinking, collaborative, and digital competence.

This condition shows that the analysis of the curriculum in Indonesia is not only important, but also urgent. An in-depth and comprehensive study is needed to assess the extent to which the curriculum implemented can form students who are not only academically intelligent, but also have 21st-century character, creativity, and skills. By understanding the history of curriculum development, the factors behind its changes, and the challenges of its implementation, it is hoped that we can find relevant and sustainable solutions for national education.

Based on the background that has been described, this article aims to comprehensively analyze the development of the curriculum in Indonesia, examine the factors that influence its changes and implementation, and identify challenges and opportunities in the implementation of the curriculum at various levels of education.

B. RESEARCH METHODS

This research uses a qualitative method with a library research approach. This approach was chosen because it is suitable for exploring, analyzing, and understanding the dynamics of the development of the education curriculum in Indonesia through relevant written sources. The qualitative method aims to provide an in-depth understanding of the phenomenon being studied, not to measure quantitatively, but to interpret the meaning of the data that is descriptive.

Data in this study were obtained from various relevant literature, such as academic books, scientific journal articles, curriculum policy documents issued by the government (e.g. from the Ministry of Education, Culture, Research, and Technology), as well as the results of previous research related to the topic of curriculum development in Indonesia. The data collection technique is carried out by systematically tracing and reviewing these documents.

C. RESULTS AND DISCUSSION

Changes in the curriculum are part of the process of development and refinement between the current curriculum and those that have been used before. This adjustment is important along with the times, because the education system must continue to adapt towards a more advanced direction. Every time the curriculum undergoes changes, of course there are advantages and disadvantages that come with it. The dynamics of the curriculum are indeed dynamic and are always based on various factors behind it. One of the factors that has changed the curriculum is that there is a new stance on the learning process so that various forms of curriculum arise such as activity or experience curriculum, programmed instruction, teaching modules, and so on (Putri, 2019). The curriculum changes

that have occurred in Indonesia are as follows:

Curriculum 1947

The 1947 curriculum was the first national curriculum to be implemented in post-independence Indonesia. This curriculum was designed in the context of the transition from the Dutch colonial education system to an independent national education system. As the early legacy of independent Indonesian education, this curriculum is better known as the 1947 Lesson Plan and is still heavily influenced by the Dutch education system, both in terms of structure and content. The main focus of the 1947 Curriculum is the formation of the whole Indonesian human person through the cultivation of national, character, and moral values. The purpose of education is directed at the formation of people who are independent, cultured, and responsible for the nation and state. This curriculum is not competency-based, but emphasizes knowledge mastery and attitude formation.

Curriculum 1952

The 1952 curriculum was the first national curriculum to be systematically designed by the Indonesian government after independence. Structurally, the 1952 Curriculum introduced the 1952 Lesson Plan as a learning guideline in schools. This curriculum emphasizes subject matter centered, but still considers the goal of national education, which is to educate the life of the nation and shape the whole Indonesian people. One of the important features of this curriculum is the clear separation between core and supplementary lessons, as well as the application of the principle of correlation between subjects.

Curriculum 1964

This curriculum was compiled at the end of President Soekarno's administration. At that time, there was a growing discourse that the learning process needed to be directed to be more active, creative, and productive. Therefore, teachers are required to guide students to have the ability to solve various problems through a *problem solving* approach. The learning method used prioritizes the spirit of mutual cooperation in a guided form. In addition, the government also sets Saturday as a *krida day*, which is a day intended for students to develop their interests in the fields of culture, art, and sports.

Curriculum 1968

The 1968 curriculum was prepared by the government with the aim of improving and improving the quality of education, because the previous curriculum was still considered to be influenced by certain interests that were not fully in line with the spirit of the 1945 Constitution. In its implementation, this curriculum gives freedom to each school or teacher to adjust it. Nationally, the 1968 curriculum included only outlines such as learning objectives, materials, methods, and evaluation, indicating that the curriculum had been designed with a more autonomous approach.

In the 1968 curriculum, the focus of education was directed at the development of students' skills, intelligence, and health and physical strength. The main emphasis of this curriculum lies in the way of grouping subject matter, which is divided into three main groups: fostering Pancasila values, basic knowledge, and special skills. This curriculum is

often referred to as a round curriculum because it covers only core subjects, with little or no additional complementary material.

Curriculum 1975

The 1975 curriculum was the first curriculum to be systematically prepared after Indonesia's independence, which marked a new era in national education planning. This curriculum was born as a response to the need to improve the efficiency and effectiveness of education in supporting national development. Formulated based on an instructional objective approach, the 1975 Curriculum adopts the principles of modern educational theory, particularly those oriented towards the achievement of measurable learning objectives.

Curriculum 1984

The 1984 Curriculum is a development of the 1975 Curriculum and began to be implemented nationally in the 1984/1985 school year. Its main feature is the *Active Student Learning Way* (CBSA) approach, which encourages students to be active in the learning process. This curriculum balances cognitive, affective, and psychomotor aspects and uses a spiral approach in the preparation of materials. Despite facing obstacles in implementation, such as lack of teacher readiness and limited facilities, the 1984 Curriculum was an important milestone in the change in a more student-centered approach to learning.

Curriculum 1994

The 1994 Curriculum is a refinement of the 1984 Curriculum and began to be implemented nationally in the 1994/1995 school year. This curriculum carries an integrated approach, which emphasizes the interconnectedness between subjects thematically. The main focus of this curriculum is on mastery of academic materials and the achievement of measurable curricular targets. Despite this, this curriculum has been criticized for being too dense and lacking space for students' creativity. The semester system was introduced, and the role of teachers was very dominant in the learning process. Over time, various challenges in its implementation led to the birth of the Competency-Based Curriculum (KBK) as its successor in the early 2000s.

Curriculum 2004

The 2004 curriculum, known as the Competency-Based Curriculum (KBK), aims to develop the knowledge, understanding, skills, values, attitudes, and interests of students to be able to perform various tasks with skill, accuracy, and success (Hanafiah, et al., 2023). One of the main characteristics of KBK is the emphasis on achieving student competencies, both individually and in groups. This curriculum also highlights the importance of diversity and learning outcomes. The learning process is carried out through various approaches and methods that vary to adjust to the needs of students.

Curriculum 2006 (KTSP)

The Education Unit Level Curriculum (KTSP) began to be implemented nationally in 2006 as a replacement for the 2004 Competency-Based Curriculum (KBK). KTSP was developed based on Law Number 20 of 2003 and Government Regulation Number 19 of 2005, which gives autonomy to schools to prepare curriculum according to the needs of students and local conditions. Although based on a competency-based approach, KTSP provides greater

flexibility in the preparation of syllabus and lesson plans. KTSP marks a shift from a centralized to decentralized curriculum system with the aim of improving the relevance and quality of learning. However, its implementation faces challenges such as quality inequality between schools and teachers' readiness to develop the curriculum independently.

Curriculum 2013 (K-13)

The 2013 curriculum began to be implemented in Indonesia in the 2013/2014 school year as a learning design that aims to form high-quality and competitive students. This curriculum emphasizes the development of competencies in a balanced manner, covering aspects of attitudes, knowledge, and skills (Efendi et al., 2021).

One of the main characteristics of the 2013 Curriculum is the encouragement for students to be active in the learning process, starting from searching, processing, building to applying knowledge. With this approach, students do not just passively receive information from the teacher, but play an active role in understanding the material. This curriculum is designed so that learning goals can be achieved through relevant teaching materials and resources. In addition, learning is aligned with graduate competency standards as a reference for educators in evaluating student learning outcomes (Angga et al., 2022).

Independent Curriculum in 2022

The Merdeka Curriculum was introduced in 2022 in response to educational challenges in a dynamic global era. This curriculum gives schools and teachers greater autonomy to design learning that suits local needs and potential. The main focus of the Merdeka Curriculum is the development of 21st century competencies such as creativity, critical thinking, collaboration, and character based on Pancasila values. Its approach to learning is more student-centered, allowing for independent exploration of interests and skill development. Despite facing challenges in terms of resource and infrastructure readiness, the Independent Curriculum is expected to improve the quality of education in a sustainable manner and relevant to the times.

Based on the changes in some of the curriculum above, the development of the curriculum in Indonesia reflects the dynamics of community needs, changes in national policies, and global demands. Since independence to the modern era, the Indonesian education system has undergone various curriculum changes, ranging from the 1947 Curriculum to the Independent Curriculum that is currently implemented. Each curriculum that was born carried distinctive characteristics and reflected the response to the social, political, economic, and cultural contexts of its time.

The 1975 curriculum, for example, was influenced by modern management concepts such as *management by objective* (MBO) which emphasized the efficiency and effectiveness of learning. Then the 1984 Curriculum tried to improve this approach by focusing more on student activity through active learning approaches such as observing and reporting. Furthermore, the 1994 Curriculum emphasizes the formation of job skills in response to the needs of the workforce in the future, although in its implementation it raises problems that require revision in the form of the 1994 Curriculum Supplement. Changes continue through

the 2004 Curriculum (KBK), the 2006 Curriculum (KTSP), the 2013 Curriculum, and the Independent Curriculum which emphasizes on personalizing learning and strengthening the profile of Pancasila students.

Curriculum changes in Indonesia are influenced by internal factors such as government policies, development directions, and the quality of human resources, as well as external factors such as globalization, technology, and the demands of the 21st century. The shift from a teacher-centered learning approach to students also shapes the content and methods of the curriculum. In the process of implementation, the curriculum in Indonesia faces a number of challenges. Differences in the quality and facilities of education between regions are the main obstacles, especially in the implementation of new curriculums such as the Independent Curriculum. Not all schools have adequate access to teacher training, learning facilities, and supporting technology. In addition, teachers' readiness to change learning approaches and adapt to new philosophies in the curriculum is also a serious problem. Another challenge is the inconsistency of education policies due to the change of government, which often has an impact on the instability of the direction of curriculum implementation.

Although various challenges arise, there are a number of opportunities that can be maximized. The Independent Curriculum, for example, provides flexibility for schools to design learning that is more relevant to the conditions and needs of students. The use of technology also paves the way to realize a more inclusive and quality education. In addition, by focusing on strengthening Pancasila values and mastering 21st century skills, this curriculum plays a role in shaping a generation that is not only academically superior, but also tough, innovative, and characterful.

Therefore, in formulating and implementing the curriculum, it is hoped that the preparation will be carried out very carefully in order to be able to anticipate the needs of the community in the future and avoid continuous changes in the curriculum. The implementation of the curriculum also needs to be supported by continuous supervision so that its implementation remains in line with the original goals. In addition, it is important to ensure a proper understanding of the curriculum by educators as the main implementers, considering that there are still many teachers who do not fully understand the curriculum that is being implemented. All of this aims to achieve educational goals more effectively and efficiently in Indonesia.

D. CONCLUSION

The development of the curriculum in Indonesia reflects continuous efforts in responding to social dynamics, national needs, and global demands. Each change in the curriculum indicates a new orientation in education—both in terms of approach, structure, and competencies that want to be formed. This reflects the awareness that education must be adaptive, inclusive, and visionary. In this context, the success of curriculum implementation is highly dependent on policy consistency, resource readiness, and a deep understanding of educators as the main actors of education. If managed strategically, the Indonesian curriculum has great potential to produce a generation that is superior, relevant to its times, and based on the noble values of the nation.

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