



Definition and History of Educational Curriculum Development in Indonesia (1947-2013)

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Abstract

The development of the education curriculum in Indonesia (1947-2013) is very important because it reflects adaptation to changing times, community needs and national development demands. During this time, the education curriculum underwent a transformation that reflected the nation's social, political and economic dynamics. From a curriculum focused on nationalism to an emphasis on developing 21st century skills, each change reflects the government's efforts to improve the quality and relevance of education. This article aims to describe the history of the development of the Indonesian education curriculum from 1945 to the present. Curriculum improvements are carried out at least once every ten years. Because in the past ten years, it is very likely that there will be changes in various fields such as information communication technology and science. The research used is qualitative with the type of library research using the documentation method as used in data collection techniques in library research. The object of study in this article focuses on tracing the history of curriculum development in Indonesia from the beginning of independence to the present. The results of this study indicate that the curriculum in Indonesia has been developed thirteen times, namely in 1947, 1952, 1964, 1968, 1973, 1975, 1984, 1994, 1999, 2004, 2006 K13 and the Merdeka Campus. The expected positive contribution from this article is that the public is educated on the history of curriculum development in Indonesia and can be used as the basis for future curriculum development to create quality students who are ready to compete internationally.

Keywords : Definition, History, Educational Curriculum, Development

A. Introduction

The curriculum holds paramount significance in education, evolving alongside the continuous advancements in the Indonesian educational landscape across all its forms and levels.¹ Since the Dutch colonial period, the official curriculum has been instituted in schools, underscoring its enduring presence throughout historical transitions. The curriculum utilized as means to reach educational objectives,² serves as a blueprint for educational execution and reflects the fundamental principles or worldview of a nation. The curriculum adopted by a country dictates the societal framework and lifestyle embraced by its populace.

As the rulers of this country change, namely "change ministers change curricula", 1994, 2004, 2006, the 2013 curriculum and even the newest independent curriculum. These adjustments are a natural outcome of shifts within the political, socio-cultural, economic, and scientific technological spheres within the nation's society. This stems from the fact that the curriculum comprises educational frameworks requiring dynamic development in response to societal demands and transformations.³

From a historical standpoint, the political paradigm and power dynamics have consistently shaped and influenced Indonesia's education system over time. The educational structure within a country often reflects the dominant stakeholders in policymaking, with political authority exerting significant influence. The prevailing political regime in any given period wields its authority to dictate the organization and content of education. This trend perpetuates the phenomenon known as "changing ministers instead of policies," wherein alterations in leadership do not necessarily result in substantive changes in policies, including educational curriculum. Political agendas, values, ideology, and specific objectives favored by the ruling authorities are frequently embedded within the curriculum framework as consequence of this dynamic.⁴

Previous studies regarding educational curriculum development in Indonesia have provided a broad understanding of the evolution of the education system and curriculum development practices from 1947 to 2013. Previous studies have identified various factors that influence the curriculum development process, such as changes in politics, ideology, policy. education, social development, technology, and educational theory.⁵ Several studies also highlight the challenges and changes faced by Indonesian education throughout this period, including challenges in achieving higher educational standards, increasing the relevance of the curriculum to the demands of the world of work, and increasing the inclusivity and

¹ Ahmad Fadhel Syakir Hidayat, Akhirudin Akhirudin, and Sutiah Sutiah, "Curriculum Management Characteristics in Arabic Language (A Comparative Study of Curriculum Documents in Arabic Language Education at UINSI Samarinda and UIN FAS Bengkulu)," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 7, no. 2 (2023): 143–60.

² "Sistem Informasi Kurikulum Nasional," n.d., <https://kurikulum.kemdikbud.go.id/rujukan/panduan-panduan-kurikulum-merdeka>.

³ Leli Alhapip, "Apa Yang Salah Dengan Ganti Menteri Ganti Kurikulum," *Www.Kompas.Id*, 2022.

⁴ Samsu Alam and Wendi Wijarwadi, "Gonta-Ganti Kurikulum Di Indonesia: Apa Sebabnya?," *The Conversation Indonesia*, 2023.

⁵ Direktorat Sekolah Menengah Pertama, "Melihat Arah Perubahan Kurikulum Di Indonesia," <https://ditsmp.kemdikbud.go.id/melihat-arah-perubahan-kurikulum-di-indonesia/>, 2022.

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accessibility of education. For example of previous studies, The History of Curriculum in Indonesia: A Literature Study by Rani Oktavia⁶ which only focuses on the historical aspects of the curriculum in Indonesia. The second previous studies that written by Dindin Abidin under the title Curriculum Development in Indonesia from a Historical Perspective⁷ also focuses the research from a historical perspective. The third previous studies that written by Elda Martha Suri under the title Curriculum Development in West Sumatra Context of The Historical Perspectives and The Implementation⁸ also focuses the research from a historical perspective and added the implementation. The fourth previous studies that written by Alhamuddin under the title Politics of Education in Curriculum Development Policy in Indonesia from 1947 to 2013: A Documentary Research⁹ also focuses the research from Curriculum Development.

From examples of previous research, researchers wrote different aspects and focuses in writing this article. This research focuses not only to the history and Curriculum Development like the 4 previous studies but also added a definition and sequence of Curriculum in Indonesia that start from 1947 until 2013, that's make this research adding a new point of view and also interesting to research. This aspect Definition and History of Educational Curriculum Development in Indonesia (1947-2013) needs to be researched because the curriculum is a very important component in education. The curriculum is a plan used as a guide in teaching and learning, which includes objectives, content and methods used in the learning process. The curriculum has a strategic position in achieving educational goals and plays an important role in developing individual potential.¹⁰

Curriculum development in Indonesia has been in flux since 1947, with changes made to meet community needs and to suit time and place. The curriculum currently used is the 2013 Curriculum and Merdeka Curriculum, which are still in the development process.¹¹ Curriculum development in Indonesia has been carried out using historical methods, using reference sources such as journals and books. It is hoped that this review will provide benefits for the use of curriculum in educational institutions.

However, although there have been many studies on curriculum development in Indonesia, this article aims to make a new contribution in a different way. The novelty of this article lies in its comprehensive approach to examining the evolution of the Indonesian educational curriculum from 1947 to 2013. This article will examine changes in the educational curriculum from

⁶ Rani Oktavia, Akhmad Ali Mirza, and Zaitun Qamariah, "The History of Curriculum in Indonesia: A Literature Study," *PUSTAKA: Jurnal Bahasa Dan Pendidikan* 3, no. 4 SE-Articles (June 2023): 105–17, <https://doi.org/10.56910/pustaka.v3i4.701>.

⁷ Dindin Abidin et al., "Curriculum Development in Indonesia from a Historical Perspective," *Journal of Education Research* 4, no. 2 (2023): 443–51.

⁸ Sri Wahyuni, "Curriculum Development in Indonesian Context the Historical Perspectives and the Implementation," *Universum* 10, no. 1 (2016): 137–40, <https://doi.org/10.30762/universum.v10i1.225>.

⁹ Alhamuddin et al., "Politics of Education in Curriculum Development Policy in Indonesia from 1947 to 2013: A Documentary Research," *Jurnal Pendidikan Islam* 9, no. 1 (2020): 29–56, <https://doi.org/10.14421/jpi.2020.91.29-56>.

¹⁰ Edy Syahputra, "History of The Development of The Indonesian Education Curriculum," 2022, 249–56.

¹¹ Abdul Aziz, "Curriculum Development in Indonesian Education," *Madrasah Jurnal Pendidikan Dan Pembelajaran Dasar* 3, no. 2 (2011).

historical, political, social, and educational perspectives. In addition, this article will provide an in-depth analysis of how changes in policy, ideology, and social context influence curriculum development, as well as their impact on educational practice in the field. Through a deeper understanding of the history of educational curriculum development in Indonesia, it is hoped that this article can provide valuable insight for educational practitioners, policy makers and researchers in directing the future of Indonesian education towards a better direction.

As time progresses and driven by various factors and the need for rationalization, the Indonesian curriculum undergoes continual changes across different epochs. The presence of the curriculum profoundly impacts the educational standards in Indonesia. Consequently, the author deems it crucial to delve meticulously into defining the curriculum and tracing its developmental history within Indonesia, spanning various periods. This endeavor aims to provide educators with substantive material for constructive discourse, facilitating a comprehensive understanding of key educational issues from a curriculum standpoint.

This research employs a qualitative approach, specifically a library research method, utilizing documentation as the primary technique for gathering data, consistent with the methodology commonly employed in library research. Data collection by searching for data and information from objects or documents such as books, magazines, journals, Google Scholar, and other social networks. The author conducts a thorough analysis of the collected data, Gather primary and secondary data sources relevant to the discussion theme. Subsequently, the acquired data is organized into sub-sections to elucidate the discussion theme within this paper.

B. Method

This study adopts a qualitative approach, specifically employing library research methodology with a focus on the documentation method for data collection, consistent with techniques commonly utilized in library research. Data collection by searching for data and information from objects or documents such a Scientific work in the form of papers, articles and books as well as dissertations, theses and theses. The instrument of this research is the researcher. The data collection technique is documentation, namely the process of collecting data carried out through historical literature, then the data is recorded in two ways, namely: Paraphrasing and synoptic recording. The data that has been obtained is poured into sub-chapters so as to provide an explanation of the theme of discussion in this paper.¹²

C. Findings and Discussion

The data from the education curriculum in Indonesia shows that nearly 70% of educational institutions across Indonesia have implemented the Merdeka Curriculum, with around 30% of schools yet to adopt it. The Merdeka Curriculum was initially introduced in 2021 for Sekolah Penggerak and expanded to Jalur

¹² Tirto Negoro, "Margono S. 1997. Metodologi Penelitian Pendidikan. Jakarta: Rineka Cipta. Nana Sujana. 1988. Cara Belajar Siswa Efektif Dalam Proses Belajar Mengajar. Bandung: Saudara. Nasution S, 1995. Dikduktif Asas-Asas Mengajar. Bandung: Bumi Aksara. Roestiyah, N.K. 1991. Strategi Belajar Mengajar. Jakarta: Rin," 2007.

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Mandiri in 2022. The Ministry of Education, Culture, Research, and Technology has designed this curriculum to be simple and flexible, aiming to involve all stakeholders and school communities in its implementation. Throughout Indonesia's history, various curriculum models have been implemented, starting from the post-independence period to the recent launch of the Merdeka Curriculum in 2022/2023. The evolution of curricula includes significant changes such as Kurikulum 1947, Kurikulum 1952, Kurikulum 1964, Kurikulum Berbasis Kompetensi (KBK) in 2004, and Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2006 and Kurikulum 2013.

- 1947 Curriculum: Indonesia's first post-independence curriculum which emphasized nationalism and patriotism education.
- 1952 Curriculum: Known as the 1952 Curriculum, which emphasizes character education and technical skills.
- 1964 Curriculum: Facing the era of the New Order government, this curriculum emphasized the development of Pancasila and the formation of strong character.
- 1975 Curriculum: Known as the Education Unit Level Curriculum (KTSP), which provides flexibility for schools to adjust the curriculum according to local conditions.
- 1984 Curriculum: This was a major change in the education system which emphasized academic excellence and an emphasis on science and mathematics subjects.
- 1994 Curriculum: Better known as the Competency Based Curriculum (KBK), which emphasizes the development of critical thinking skills and adaptability.
- 2004 Curriculum: Better known as the Education Unit Level Curriculum (KTSP), which provides greater freedom for schools to design curricula according to local needs.
- Curriculum 2013: Better known as Curriculum 2013, which emphasizes a learning approach based on competency, character and literacy.

Furthermore, there is ongoing critical study and development of an ideal Islamic education curriculum in Indonesia to meet the changing educational landscape. The curriculum changes have been frequent over the years, with the latest being the introduction of the Merdeka Curriculum set to become the national curriculum by 2024.¹³

Definition of Curriculum

According to¹⁴ etymologically, the term "curriculum" originates from Greek, specifically from "curir," which translates to "runner," and "curare," meaning "place to race." In Latin, "curriculum" refers to a running, course, or race course, and in French, "courir" signifies running. From these linguistic origins, the term evolved to denote the "courses" or subjects required to complete a degree¹⁵ Regarding its terminology, experts hold various opinions on the definition of curriculum. Crow, for instance, views curriculum as a structured educational design

¹³<https://www.kemdikbud.go.id/main/blog/2023/08/hampir-70-persen-satuan-pendidikan-sudah-menerapkan-kurikulum-merdeka>

¹⁴Ahmad Taufik, "Pengembangan Kurikulum Pendidikan Islam," *EL-Ghiroh* 17, no. 02 (2019): 81–102, <https://doi.org/10.37092/el-ghiroh.v17i02.106>.

¹⁵ S Nasution, "Asas-Asas Kurikulum (Cetakan Kesepuluh)," *Jakarta: Bumi Aksara*, 2009.

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encompassing a series of subjects systematically organized to fulfill the requirements of a program aimed at achieving a degree or diploma. As education progresses, the concept of curriculum has evolved. Initially perceived merely as a compilation of subjects, it has transformed to encompass all activities and learning experiences offered to students with the aim of achieving educational objectives. This expanded definition places the responsibility for curriculum development on schools, particularly in terms of attaining desired learning outcomes (¹⁶).

The curriculum holds a pivotal role within the entirety of the educational process, guiding all educational endeavors toward the attainment of specific goals. Mauritz Johnson posits that the curriculum "prescribes (or at least anticipates) the result of instruction," suggesting that it outlines or foresees the outcomes intended from the educational instruction provided (¹⁷). The curriculum serves as an educational blueprint, offering directives and structure regarding the nature, breadth, and order of content, alongside the educational methodology. Beyond these primary roles, it constitutes a domain of study inhabited by curriculum experts or specialists who contribute concepts and theoretical frameworks for curriculum development across diverse educational institutions (Khuluqo, 2022¹⁸).

History of Curriculum Development in Indonesia

1. Curriculum Development During the Old Order Period

Order literally can be interpreted era or period. Contextually the Old Order is usually interpreted as the era of President Soekarno's reign, which lasted from 1945 to 1965. During the Old Order period in Indonesia, the realm of education witnessed three instances of curriculum modifications:

a. Lesson Plan Curriculum 1947

At the onset of independence, the Dutch term for curriculum, "Leer Plan," which translates to "lesson plan," was commonly used. This curriculum comprised two primary components: a list of subjects and teaching hours, along with the Outlines of the Teaching Program (GBPP). The 1947 lesson plan served as a replacement for the Dutch colonial education system and was introduced into schools starting in 1950. This curriculum was still influenced by both the Dutch and Japanese colonial education systems, thus largely continuing the curriculum previously employed under Dutch rule. This curriculum places a strong emphasis on character education, fostering awareness of the state and community, and integrating subjects relevant to daily life activities. It also dedicates significant attention to physical education and arts (¹⁹).

According to Wirianto, the 1947 curriculum exhibits the following characteristics:

1. It comprises separate subject curricula (1946-1947).
2. It utilizes Indonesian as the language of instruction in schools.

¹⁶ Nurmadiyah Nurmadiyah, "Kurikulum Pendidikan Agama Islam," *Al-Afkar: Jurnal Keislaman & Peradaban* 2, no. 2 (2016), <https://doi.org/10.28944/afkar.v2i2.93>.

¹⁷ Supriyono Supriyono, "Religion and Scientific Culture in Learning Curriculum 2013," *Bulletin of Pedagogical Research* 2, no. 1 (2022): 26, <https://doi.org/10.51278/bpr.v2i1.252>.

¹⁸ Ihsana El Khuluqo, *Modul Pembelajaran Manajemen Pengembangan Kurikulum* (books.google.com, 2022).

¹⁹ Jurniaris Agus Wicaksono, "Perkembangan Kurikulum Pendidikan Di Indonesia Dalam Perspektif Kebijakan Publik," *Jurnal Ngabari: Jurnal Studi Islam Dan Sosial* 11, no. 2 (2018).

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3. It includes a variety of subjects at different educational levels: People's School (SR) with 16 fields of study, SMP with 17 fields of study, and SMA with 19 fields of study²⁰.

b. Lesson Plan Curriculum 1952

The emergence of the 1952 Curriculum is closely linked to the history of the 1947 Curriculum, as the former was essentially an update or revision of the latter. This connection stems from the fact that when the 1947 Curriculum was implemented, there was no specific educational law serving as its operational foundation. This situation persisted until 1949, when the enactment of the 1950 education law, known as Law no. 4 of 1950, was finalized. Subsequently, this law was further reinforced in 1954 under Law no. 12 of 1954. It was from this point onward that the first educational laws, namely No. 4 of 1950 and No. 12 of 1954, became established. Thus, the 1952 curriculum marked the first curriculum to have a legal foundation for its implementation²¹.

The 1952 curriculum serves as an elaboration of the aims and objectives of secondary school education. It aligns with the overarching goals of high school education, which include preparing students for further academic pursuits or higher education, as well as cultivating expertise in various specialized fields based on individual talents and the demands of the community. The 1952 curriculum was notably more detailed compared to its predecessor, the 1947 curriculum. Due to its comprehensive nature, the 1952 curriculum earned the moniker of the "1952 Unraveled Lesson Plan." The curriculum placed a significant emphasis on the cultivation of *Pancawardhana*, a term encompassing the holistic development of individuals across various dimensions (Five Principles of Development), namely (1) Creativity, (2) Sense, (3) intention, (4) work, and (5) morals²².

c. Education Plan Curriculum 1964

Towards the end of President Soekarno's tenure, preceding the year 1964, the Indonesian government once more refined the curriculum. The 1964 education plan introduced the concept of active, creative, and productive learning. This approach emphasizes guiding students to develop problem-solving skills within the educational framework. The aim of the 1964 curriculum is to form society as a Pancasilaist, socialist human being who has a high attitude of nationalism and love for the motherland. The evolution of this curriculum can be deemed comprehensive as it addresses three vital dimensions of student development: cognitive, affective, and psychomotor aspects. The 1964 curriculum placed increased emphasis on nurturing students' potential and practical skills, moving beyond mere theoretical knowledge to practical application²³.

Similar to its predecessors, this curriculum continues to prioritize the development of *Pancawardhana*, encompassing aspects such as creativity,

²⁰ Syaikhuna Al-asyhi, "Perspektif Historis Transformasi Kurikulum Di Indonesia," *Islamic Studies Journal* 2 (2014): 140–47.

²¹ Raharjo Raharjo, "Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 Sampai Dengan Merdeka Belajar 2020," *PKn Progresif: Jurnal Pemikiran Dan Penelitian Kewarganegaraan* 15, no. 1 (2020): 63, <https://doi.org/10.20961/pknp.v15i1.44901>.

²² Sarinah, *Pengantar Kurikulum* - Google Books, vol. 1 (books.google.com, 2018).

²³ (Wibowo, 2014)

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moral values, work ethic, and emotional intelligence. Subjects are categorized into five study groups: moral education, intellectual development, emotional intelligence, practical skills, and physical education ²⁴. The instructional approach employed is the guided cooperative learning method, fostering collaborative engagement among students. Moreover, the government introduces Saturdays as "Krida" days, wherein students are granted autonomy to participate in cultural, artistic, sports, and recreational activities aligned with their individual interests. The 1964 curriculum is a tool to form Indonesian socialist Pancasila people, with characteristics such as in MPRS Decree No. II in 1960 ²⁵.

2. Development of the New Order Period curriculum

According to historical records, the world of Indonesian education during the New Order era had undergone curriculum changes 4 times. First, the 1968 Curriculum, Second, in 1975 under the name Curriculum 1975, Third, 1984 Curriculum, Fourth, namely 1994.

a. 1968 curriculum

The 1968 curriculum represented a notable advancement from the previous educational frameworks of the Old Order era. It introduced modifications to the Pancawardhana program aimed at instilling the spirit of Pancasila, fundamental knowledge, and specialized skills. This curriculum was designed to align closely with the principles outlined in the 1945 Constitution, serving as a tangible embodiment of its implementation within the realm of education. The subject matter predominantly consists of theoretical content aimed at enhancing intellectual capabilities and skill development. Additionally, the educational content emphasizes activities geared towards improving intelligence and proficiency, while also promoting the maintenance of a robust and healthy physical condition ²⁶.

In the context of shaping the nation's trajectory, education is regarded as a potent tool to counteract and mitigate the influence and proliferation of communism. Safeguarding the younger generation from the perceived latent threats posed by communism is deemed imperative, underscoring the pivotal role of education in this endeavor. For this reason, the government issued a new curriculum known as the 1968 curriculum as a substitute for the 1964 curriculum. The 1968 curriculum was promulgated by the Directorate General of Secondary Education, Ministry of Education and Culture. During this period, students were predominantly passive participants, primarily tasked with memorizing theoretical concepts without practical application. Essentially, this curriculum placed a heavy emphasis on shaping students solely from an intellectual standpoint, neglecting broader experiential and practical learning opportunities.

b. 1975 curriculum

²⁴ Shengyin Wu et al., "KURIKULUM DARI MASA KE MASA (Telaah Atas Pentahapan Kurikulum Pendidikan Di Indonesia)," *Astrophysics and Space Science* 278, no. 1-2 (2001): 249-53.

²⁵ Syahrudin.S, *Sejarah Pendidikan Indonesia (Era Pra Kolonialisme Nusantara Sampai Reformasi)*. Banjarmasin: FKIP Universitas Lambung Mangkurat (eprints.ulm.ac.id, 2019).

²⁶ Agung Pardini, "Kurikulum Indonesia : Dari Leerplan Menuju Kurikulum Nasional," *Jurnal Pendidikan Dompot Dhuafa* 7, no. 7(02) (2019): 41-50.

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The 1975 curriculum replaced the 1968 curriculum, which failed to consider the significance of government policy factors within the framework of national development. According to Manurung, the principles of the 1975 curriculum, designed as part of the New Order government's effort to implement the development strategy through programs such as Pelita and Repelita, are as follows²⁷:

1. Goal Orientation: The curriculum is designed with clear educational objectives encompassing national education goals, institutional goals, curricular goals, general instructional goals, and special instructional goals.
2. Integrative Approach: The curriculum adopts an integrated approach to education, combining various disciplines and aspects to provide a holistic learning experience.
3. Efficiency and Effectiveness: Emphasis is placed on maximizing efficiency and effectiveness in utilizing resources such as time and energy.
4. Application of Stimulus-Response and Practice: Teaching methods involve the application of stimulus-response principles and encourage practical application through practice.

Hence, it was asserted that the primary aim in developing the 1975 Curriculum was to synchronize the SMP/SMA Curriculum with emerging policies in national education and to introduce innovations in teaching and learning methodologies. This initiative sought to enhance the quality of national education, in line with the evolving needs of a progressing society. In accordance with the Decree of the Minister of Education and Culture Number 008-D/U 11975 and Number 008-E/U/1975 the curriculum will gradually come into effect in the 1976 school year²⁸.

c. 1984 curriculum

The 1975 curriculum was perceived as inadequate for meeting the societal needs at that time, prompting the formulation of a new curriculum known as the 1984 curriculum. A distinctive aspect of this curriculum was its adoption of a student-centered teaching approach, emphasizing active learning methods for students, often referred to as CBSA (Active Student Learning Methods). Delivery of educational material is not confined to traditional lectures; rather, field methods have also been incorporated to enhance the effectiveness and efficiency of learning in achieving lesson objectives²⁹.

Active Student Learning Methods are anticipated to facilitate the engagement of students' intellectual and emotional faculties in learning activities. These methods enable cognitive assimilation and experiential processes that foster the acquisition of knowledge, as well as direct experiential learning that cultivates skills. Additionally, they facilitate processes for appreciating and internalizing values. The centralistic feature of the 1984

²⁷ Adeliya Putri Ananda and Hudaidah, "Perkembangan Kurikulum Pendidikan Indonesia Dari Masa Ke Masa," *SINDANG-Jurnal Pendidikan Sejarah Dan Kajian Sejarah* 3, no. 2 (2021): 102–8.

²⁸ Abdul Wafi, *Konsep Dasar Kurikulum Pendidikan Agama Islam, Edureligia; Jurnal Pendidikan Agama Islam*, vol. 1 (DR. H. AHMAD ZAINURI, M. PD. I, 2017), <https://doi.org/10.33650/edureligia.v1i2.741>.

²⁹ Hendri Indra GUnawan ; saiful Anwar & Dameis Surya Anggara, "Pengembangan Kurikulum & Pembelajaran," *Unpam Press*, 2017, 40.

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curriculum was that at this time it was marked by three policies, namely universal, comprehensive and integrated³⁰.

d. Curriculum 1994

The 1994 curriculum was developed as an improvement upon the 1984 curriculum. Its implementation was aligned with the provisions of Law no. 2 of 1989 concerning the National Education System, which led to the transition from a semester system to a quarterly system. The educational emphasis was placed on fostering conceptual understanding and problem-solving skills among students³¹

The 1994 curriculum is characterized by several key features:

1. Adoption of a quarterly system for educational scheduling.
2. Inclusion of a comprehensive and extensive range of subject matter.
3. Implementation of a unified curriculum system across all educational institutions nationwide, ensuring consistency in educational standards throughout Indonesia.
4. Mathematics, Indonesian, and English hold significant prominence, while there is a notable absence of arts and crafts subjects³² Additionally, Pancasila Moral Education underwent a transformation to become Pancasila and Citizenship Education.

3. Curriculum Development during the Reformation Period

Contextually, the Reformation period is usually interpreted as the era after the fall of Suharto until now. starting from the Reformation period until now the curriculum has undergone four changes. The evolution of curricula in Indonesia can be outlined as follows:

1. The 1994 Curriculum, refined with the 1999 Supplement.
2. The Competency-Based Curriculum (KBK) introduced in 2004.
3. The Education Unit Level Curriculum (KTSP) implemented in 2006.

Additionally, the fourth curriculum, known as the 2013 Curriculum, places a strong emphasis on fostering student competence through Core Competencies (KI). These core competencies are categorized into four aspects: KI-1 (religious aspect), KI-2 (social/character aspect), KI-3 (knowledge aspect), and KI-4 (skills aspect). Basic Competencies (KD) are delineated with the 5M approach, focusing on observing, asking, reasoning, trying, and communicating/creating networks (³³.

a. Improved 1994 curriculum (1999 Supplements).

In response to the calls for reform, the Ministry of Education and Culture in 1998 undertook measures to make necessary improvements and adjustments while ensuring due consideration for the welfare of students and national interests. From a series of activities carried out to perfect or adjust the 1994 Curriculum for 1 year, finally in 1999 the document "Improvement/Adjustment

³⁰ Mahdayeni, *Manajemen Berbasis Sekolah, At-Tasyrih: Jurnal Pendidikan Islam*, vol. 1 (repository.uinsu.ac.id, 2015).

³¹ Harta Johnsen, *Kajian Kurikulum Kimia SMA Dan SMK* (books.google.com, 2019).

³² D A Deswani, M E Widdah, and A D Nugroho, *Penerapan Model Pembelajaran Berbasis Multiple Intelligence Dalam Meningkatkan Kreativitas Berpendapat Pada Mata ...* (UIN Sulthan Thaha Saifuddin Jambi, 2018).

³³ Muhammad Syafuddin, *Pendidikan Karakter Dalam Perspektif Filsafat Pancasila (Studi Pemikiran Bung Karno)*, Tesis (repository.radenintan.ac.id, 2017).

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of the 1994 Curriculum (Supplement to the Outlines of the Teaching Program or GBPP 1999)" was produced.

This improvement primarily focused on reviewing content deemed outdated or incongruent with the demands and ethos of reform. Meanwhile, the fundamental structure of the curriculum, as outlined in the 1994 Curriculum, remained unchanged in principle.. The GBPP supplement as a result of improvements began to be implemented in early 1999/2000 ³⁴.

b. Competency Based Curriculum (KBK 2004).

In the context of global advancements, particularly in science and technology, it is imperative for Indonesia to continually strive to keep pace with progress. Failure to do so may result in Indonesia lagging behind other nations in global development. Through the results of research in Asia regarding the implementation of education in each country, it turns out that research shows that Indonesia is ranked 13th after Vietnam ³⁵. The KBK was designed in 2000. After the curriculum document was nearly perfect and began to be implemented in 2004, the curriculum was named "2004 Curriculum". The most prominent characteristic in this curriculum is prioritizing the development of student competencies. Competence encompasses a blend of knowledge, skills, values, and attitudes, all of which are manifested through habitual patterns of thinking and behavior ³⁶. According to Crunkilton, as cited in ³⁷ "Competence is mastery of a task, skill, attitude, and appreciation needed to support success".

The competency-based curriculum requires qualified and professional teachers to collaborate effectively in order to enhance the quality of education. Even so, this concept certainly cannot be used as a recipe to solve all educational problems, but it can make a significant contribution to improving education ³⁸. Implementation of the Competency-Based Curriculum (CBC) has been running since 2001 in several schools that were made mini pilots. KBK implementation is an important part of obtaining input in the context of improving KBK both from the aspects of readability, breadth, depth, and its implementation in the field. The implementation that has been carried out includes several principles, namely Teaching and Learning Activities (KBM), Class-Based Assessment, and School-Based Curriculum Management

c. KTSP 2006 curriculum

KTSP stands for Education Unit Level Curriculum, which is tailored to the educational unit, taking into account the school or regional potential and characteristics, as well as the socio-cultural context of the local community and student characteristics. KTSP is competency-oriented and considered a refinement of the Competency-Based Curriculum (KBK). This is evident in elements such as the inclusion of competency standards and basic

³⁴ Fauzan and Fatkhul Arifin, *Desain Kurikulum Dan Pembelajaran Abad 21, Kencana* (books.google.com, 2022).

³⁵ Akbarizan, *Integrasi Ilmu, UIN Suska*, vol. 1 (repository.uin-suska.ac.id, 2014).

³⁶ G Nelly, *Persepsi Guru Pai Terhadap Implementasi Kurikulum 2013 Di Mts. Ypp. Aziddin* (repository.uinsu.ac.id, 2018).

³⁷ Mulyasa E, *Manajemen Berbasis Sekolah: Sasaran, Strategi Dan Implementasi* (senayan.iain-palangkaraya.ac.id, 2011).

³⁸ M Muqorrobin and M Nisak, "Kurikulum 2004/KBK (Kurikulum Brbasis Kompetensi)," ... , *Produk Bidang Pendidikan ...*, 2018.

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competencies, as well as the application of similar principles in curriculum management. It has been stated that the Education Unit Level Curriculum (KTSP) is an operational curriculum that is developed and implemented by each educational unit³⁹

The preparation of KTSP is conducted by educational units, considering and relying on competency standards and basic competencies established by the National Education Standards Agency (BNSP). KTSP is formulated and developed in accordance with Law Number 20 of 2003 concerning the National Education System, specifically Article 36, paragraphs (1) and (2).

For KTSP to enhance the quality of education, it requires backing from fundamental alterations in school management policies regarding the following areas (Mulyasa, 2006): Conducive Learning Climate, School Autonomy and Education Units In centralizing curriculum development, School Obligations and Education Units, and Democratic and Professional School Leadership.

The implementation of KTSP in schools is actually closely related to the extent to which educational components such as teachers, principals, school committees and local governments play their respective functions and roles.

The following is the Content Standards (SI), These are guidelines for developing the Education Unit Level Curriculum, which encompass:

1. Basic framework and curriculum structure.
2. Study load.
3. KTSP developed at the education unit level
4. Educational calendar.

Graduate Competency Standards (SKL) are used to determine student graduation. SKL includes competencies for all subjects. SKL objectives are adjusted to the level⁴⁰.

d. Curriculum 2013

The 2013 curriculum is the realization of Law no. 32 of 2013. It represents a continuation and enhancement of the Competency-Based Curriculum (KBK) and the Education Unit Level Curriculum (KTSP). Nonetheless, the 2013 curriculum places greater emphasis on integrating attitude, knowledge, and skill competencies. This aligns with the provisions outlined in Law 20 of 2003 regarding the national education system, specifically articulated in Article 35. According to this law, graduate competence is defined as encompassing attitudes, knowledge, and skills in accordance with nationally agreed standards⁴¹.

The 2013 curriculum represents a comprehensive framework of science-based educational subjects and programs offered by educational institutions. Its primary objective is to cultivate the emergence of a golden generation for

³⁹ Lukmanul Hakim, "Analisis Perbedaan Antara Kurikulum Ktsp Dan Kurikulum 2013," *Jurnal Ilmiah Didaktika* 17, no. 2 (2017): 280, <https://doi.org/10.22373/jid.v17i2.1644>.

⁴⁰ R Rosmawati, *Impelementasi Kurikulum Tingkat Satuan Pendidikan Pada Kelompok Pata Pelajaran PAI Di Madrasah Ibtidaiyah Negeri Sinunukan Kabupaten Mandailing Natal* (repository.uinsu.ac.id, 2013).

⁴¹ Dinda Dona Pahrudin, Agus dan Pratiwi, *Pendekatan Sainifik Dalam Implementasi Kurikulum 2013 & Dampaknya Terhadap Kualitas Proses Dan Hasil Pembelajaran*, Pustaka Ali Imron, vol. 1 (repository.radenintan.ac.id, 2019).

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the Indonesian nation. This curriculum fosters a student-centered approach, encouraging active participation in teaching and learning activities within the classroom setting.

The 2013 curriculum underscores critical goals for students, urging them to refine their abilities in observation, inquiry, reasoning, and communication of acquired knowledge following each subject. The curriculum accentuates natural, social, artistic, and cultural phenomena as focal points for refinement. Moreover, it places significant emphasis on three pivotal dimensions of learning: nurturing noble character (affective), honing practical skills (psychomotor), and fostering knowledge acquisition (cognitive), all interconnected to cultivate well-rounded individuals (Hami & Idris, 2015⁴²).

1) 2013 Curriculum Development Foundation

The development of the 2013 curriculum is founded philosophically, juridically, and conceptually on the following principles:

- a) Philosophically: The curriculum is guided by the philosophy of education aimed at nurturing holistic development, fostering critical thinking, and promoting lifelong learning among students. It emphasizes the importance of education in shaping individuals who are morally upright, socially responsible, and capable of contributing positively to society.
- b) Juridically: The curriculum is developed in accordance with existing legal frameworks and regulations governing the national education system. It adheres to laws and regulations stipulated by the government, ensuring compliance with national standards and objectives.
- c) Conceptually: The curriculum is built upon contemporary educational theories and concepts, incorporating insights from pedagogy, psychology, and curriculum development. It reflects the latest advancements in educational research and practices, aiming to provide students with relevant and meaningful learning experiences aligned with the demands of the 21st century⁴³

D. Conclusion

The curriculum remains dynamic and continuously influenced by underlying factors. Fundamentally, the objectives of education can shift, especially during significant transitions such as a country's shift from colonization to independence. Throughout the history of curriculum development in Indonesia, there have been recorded eleven revisions of the national education curriculum, starting from 1945. These revisions occurred in 1947, 1952, 1964, 1968, 1973, 1975, 1984, 1994, 1999, 2004, 2006, 2013, and the current Merdeka Curriculum. Each curriculum iteration comes with its own set of advantages and disadvantages. It's worth noting that curricula are subject to change according to the evolving needs of education in Indonesia, aiming to enhance and advance the quality of education implementation.

⁴² Eli Hami and Mahsyar Idris, "Pengaruh Implementasi Kurikulum 2013 Terhadap Peningkatan Motivasi Belajar Peserta Didik Dalam Pendidikan Agama Budi Pekerti Di SMAN 1 Panca Lautang SIDRAP," *Istiqra'* 2, no. 2 (2015): 142–54.

⁴³ M Shobirin, "Konsep Dan Implementasi Kurikulum 2013 Di Sekolah Dasar," *Yogyakarta: Deepublish*, 2016.

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In preparing this research, the writer acknowledges that there may be shortcomings and areas for improvement. Therefore, the writer welcomes suggestions and constructive criticism from readers to enhance the quality of the research.

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