



## CURRICULUM DEVELOPMENT IN INDONESIA: HISTORICAL STUDY

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### Abstract

The development of education is not limited by the limitations of space and time. Education continues to develop over time, with the aim of improving the quality of education itself. One important component in education is the curriculum. The contents of the curriculum will include learning materials that are relevant and develop students' understanding, knowledge and skills. Effective teaching methods will also be considered, so that students can learn actively, creatively, and think critically. This scientific article was written to gain a deeper understanding of the development of the curriculum in Indonesia from time to time, which underwent changes from the 1947 curriculum to the independent curriculum. Changes to the curriculum were made to meet the needs of the community and adapt to the times. In writing this scientific article, the author uses historical research methods. This research relies on relevant reference sources, such as journals and books that support the writing of scientific articles. Changes to the curriculum were made to meet the needs of the community and adapt to the times. In writing this scientific article, the author uses historical research methods. This research relies on relevant reference sources, such as journals and books that support the writing of scientific articles. The results of the discussion show that the curriculum in Indonesia has undergone 11 developments, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013, and the independent curriculum. The curricula that are still used today are the 2013 curriculum and the independent curriculum. This scientific article was written to gain a deeper understanding of the development of the curriculum in Indonesia from time to time, which underwent changes from the 1947 curriculum to the independent curriculum.

**Keywords :** Curriculum, Development, Education

### Introduction

Education is an important milestone in the formation of quality individuals and communities. Behind the success of education there is an important element which is the main foundation of the learning process, namely the curriculum. Curriculum is a plan and arrangement of learning and teaching materials that aim to achieve predetermined educational goals. The curriculum is the "heart" of the education system. It includes everything that will be taught to students, how it will be taught, and how students' progress will be measured. In formulating the curriculum, many factors need to be considered, such as educational goals, community development, student needs, and developments in science and technology. One of the important roles of the curriculum is to provide clear guidelines for educators in carrying out the learning process. Within the curriculum, there is a roadmap that defines what is to be taught, when, and how to teach it. With a structured curriculum, educators can plan meaningful, relevant, and comprehensive learning experiences for students. Assessments that are in accordance with educational goals will be used to measure student progress and achievement. Good curriculum development must also pay attention to changing times and the demands of society. The curriculum must be flexible and responsive to developments in science and technology, as well as the ever-evolving needs in the world of work. In today's digital era, the curriculum also needs to pay attention to digital literacy, understanding of technology, and skills to adapt to rapid changes. However, the curriculum is not a static entity. It must be dynamic and continuously undergoing

refinement and evaluation. Periodic evaluation of the curriculum is necessary to ensure that educational goals are achieved and that students acquire competencies relevant to future needs.

Changes in the education system in Indonesia are strongly influenced by political factors and power from time to time. Power holders in each period will use their authority to determine what and how education is organized, often with policy changes that occur along with the change of education minister. This phenomenon is known as "changing ministers changing policies" in the context of education in Indonesia (Alhamuddin, 2015:49). Since Indonesia's independence in 1945, the national education curriculum has undergone many changes. In 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most recently the independent curriculum. This change is the result of changes in the political system, social culture, economy, and developments in science and technology in Indonesian society. This causes the curriculum to be developed dynamically to adapt to the demands and changes that occur in society. Education has a very important role in life, because it contributes to positive developments in society. One of the inseparable aspects of education is the curriculum. The curriculum plays a crucial role in determining the progress of education, both in concept and application. As a teaching plan and guide, the curriculum regulates content and learning materials as well as guidelines for implementing effective education. (Sukatin & Pahmi, 2020:78). Then, the importance of dynamically developing an educational curriculum in accordance with the demands and changes of the times in which the curriculum is implemented. The national curriculum in Indonesia is based on Pancasila and the 1945 Constitution, with differences in educational goals and approaches to implementation (Wahyuni, 2015:232).

### Research Methodology

In writing this article, the author uses historical (historical) research methods because they are considered to be very suitable for the needs of the author. This method involves a literature review in the form of books and journals that are relevant to the topic raised by the author. The focus of this research is to conduct a critical analysis of the development of the education curriculum in Indonesia from time to time. By using this method, the authors hope to provide a deeper and objective understanding of the evolution of the education curriculum in Indonesia. The historical (historical) research method, according to Kuntowijoyo (2005:69), consists of five important stages. These stages include topic selection, heuristics, source criticism, interpretation, and historiography. A brief explanation of each of these stages can be found below: (1) Topic selection. This step provides direction and focus on the research to be carried out. By having a well-defined topic, the writer can direct the search for information sources to aspects that are relevant to that topic. This simplifies the process of tracing and collecting data needed for writing historical articles. In addition, choosing a good topic also helps writers to maintain consistency and harmony in writing articles. By having a topic closely related to the research objective, writers can avoid collecting irrelevant data and direct their efforts towards a deeper understanding of the chosen topic (2) heuristics. At this stage, the author carries out the process of collecting relevant sources through various references related to the research being studied. The sources used in this research can be in the form of books, journals, and other sources related to the topic being studied. Collection These sources are conducted with the aim of obtaining accurate, relevant and reliable information. The author conducts a literature search which involves reading books, journal articles, research reports, and other sources that can provide an in-depth understanding of the topic being studied (3) Source Criticism. This stage involves evaluation and critical analysis of the reliability, validity, and legitimacy of the sources that have been collected. Source criticism ensures that the data used in research is of good quality and can be trusted (4) Heuristics. Interpretation or interpretation is often referred to as the origin of subjectivity. In this stage the writer interprets and concludes the data that has been obtained from various reference sources. The data used in the research will be put together, and then it will be compared between one source and another. So that the results of the analysis get the essence of the sources that have been obtained. (Pramayogi & Hartanto, 2019:18) (5) Historiography. Historiography is the final stage in historical research methods. At this stage the author organizes data in the form of historical evidence and facts related to the author's topic with the aim that the series of historical writings are written coherently and according to the flow of writing historical scientific articles. Through these stages, historical (historical) research methods enable researchers to gain a deeper and more comprehensive understanding of the topic under study and produce informative and accurate interpretations.

### Result & Discussion

The development of the curriculum in Indonesia has changed 11 times. Curriculum development in Indonesia can be divided into several stages. The first stage began during the early period of independence, namely 1945-1965, which was divided into three curricula, namely the 1947 curriculum, 1952 curriculum, and 1964 curriculum. Furthermore, during the New Order period (1966-1998), there were four stages of curriculum development. The curriculum used was the 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, and 1994 Curriculum. The Reform

Period presented three stages of curriculum development. This stage includes the 2004 Curriculum, 2006 Curriculum, 2013 Curriculum, and the independent Curriculum. The following is a table of curriculum development below :

Year	Curriculum	Information
1947	PlanLesson 1947	This curriculum is the first curriculum after independence. The term curriculum is still not used. While the term used is the Lesson Plan
1954	PlanLesson 1954	This curriculum is still the same as the previous curriculum, namely the 1947 Lesson Plan
1968	1968 curriculum	The 1968 curriculum is a concrete manifestation of the implementation of the 1945 Constitution
1975	1975 curriculum	This curriculum is structured with very detailed columns
1984	1984 curriculum	This curriculum is a refinement of the 1975 curriculum
1994	Curriculum 1994	This curriculum is a refinement of the 1984 curriculum
2004	Based Curriculum Competency (CBC)	This curriculum has not been implemented in all schools in Indonesia. Several schools have been used as trials in the framework of this curriculum development process
2006	Education Unit Level Curriculum (KTSP)	BK is often referred to as the soul of KTSP, because KTSP has actually adopted KBK. This curriculum was developed by BSNP National Education Standards Agency)
2022	Independent curriculum	develop the concept of core competencies as a horizontal integrator. A number of subjects reduced or integrated.

The history of the development of the Indonesian curriculum starts from time to time with the curriculum from the pre-independence era to the present. Education before independence was influenced by colonialism, this nation was brought up to serve the invaders. The concept of education at that time was aimed at producing workers who could be employed in serving the colonizers and continued until 1942 (Pawero, 2018).

#### *Old Order Period Education Curriculum (1945-1965)*

In general, education in the Old Order era was a form of post-independence interpretation under the leadership of President Sukarno. The curriculum at that time provided sufficient freedom for education, whereas today's education is based on socialism, which means that education is the right of all groups of people regardless of social class. During the old order, the curriculum was divided into three curricula.

#### *Curriculum 1994*

At the beginning of independence, the term curriculum was known in Dutch, namely "Leer Plan" which means lesson plan. There are two main parts of this curriculum, namely the list of subjects, teaching hours and curriculum outline (GBPP). The 1947 curriculum replaced the Dutch colonial education system and was introduced in schools in 1950. This curriculum emphasized character education, state and community awareness, subjects related to daily activities, attention to education, and physical education (Wicaksono: 2018 ). GBPP emphasizes the way teachers teach and the way students learn. According to Wirianto (2014), the following are the characteristics of the 1947 curriculum: (a) The nature of the separate subject curriculum curriculum (1946-1947) (b) Using Indonesian as the language of instruction at school (c) At the level of education, there are a number of different subjects: People's School (SR) – 16 fields of study, SMP-17 fields of study and SMA majoring B- 19 fields of study (d) Curriculum 1952 (Learning Plan Unraveled 1952). In this curriculum, the education and teaching system was adapted to the ideals of the Indonesian nation at that time. The 1952 curriculum focuses on the Pancawardhana program which

includes creativity, taste, intention, work, and morals. Subjects are classified into five study groups, namely, morals, emotional/artistic intelligence, skill intelligence, and physical (Asri: 2017). The subjects in the 1952 curriculum have been presented very clearly. This curriculum is community-centered so that they can be employed when they have completed their education. What is lacking in this curriculum is that it has not been able to cover all parts of Indonesia.

#### *1964 curriculum*

The 1964 curriculum is a curriculum that was at the end of President Soekarno's leadership, as a refinement of the curriculum in Indonesia. This curriculum was named the 1964 Education Plan. The development carried out by the government was academic knowledge for provision in Elementary Schools (SD). The 1964 curriculum has the goal of forming a society as human beings who are Pancasilaist, socialist, and have an attitude of nationalism as well as high love for the motherland. This curriculum has been said to be perfectly developed. This is because it has touched on three important aspects, namely cognitive, affective, and psychomotor development. In the 1964 curriculum there have been more concrete efforts towards developing potential as well as education which is practical in nature, not just theory (Sukatin & Pahmi: 2020). This curriculum is the same as the previous curriculum which focuses on the development of Pancawardhana which includes creativity, taste, initiative, work, and morals. Classification of subjects has been categorized into five types, namely moral, intelligence, emotional, skills, skills and physical (Wahyuni: 2015).

#### *New Order Era Education Curriculum (1966-1988)*

##### *1968 curriculum*

The changes that occurred in the 1968 curriculum from the previous curriculum were in the Pancawardhana program to become a coach of the Pancasila spirit, basic knowledge, and special skills. The 1968 curriculum is a concrete manifestation of the implementation of the 1945 Constitution. The teaching materials provided are theoretical. The content of education aims to increase intelligence and skills, as well as maintain a healthy and strong physique (Alhamuddin: 2014). In this curriculum students act as a passive person who can only memorize existing theories without applying them. In practice, this curriculum emphasizes the formation of students only from an intellectual perspective.

##### *1975 curriculum*

The 1968 curriculum was changed to the 1975 curriculum. The 1968 curriculum had not considered the development of government regulatory factors in realizing national development. The 1975 curriculum was made as an effort to realize the development strategy under the New Order era government with the Five Year Development Program (Pelita) and the Five Year Development Plan (Repelita). Manurung (2019) argues that the principles of the 1975 curriculum are as follows 1) goal-oriented such as national, institutional, curricular, general instructional, and special instructional goals, 2) applying an integrative approach, 3) efficiency and effectiveness in terms of business and time, 4) applying the procedures for developing instructional systems, and 5) applying stimulus responses and training.

##### *1984 curriculum*

At that time, there was an assessment that the 1975 curriculum was not in accordance with the needs of society. As a response to this, a new curriculum was introduced under the name of the 1984 curriculum. One of the characteristics of this curriculum is a student-centered teaching approach through active student learning methods, or better known as Active Student Learning Methods (CBSA). Delivery of material is no longer limited to lectures, but also integrates field methods to increase the effectiveness and efficiency of learning in achieving lesson objectives. Active Student Learning Methods are expected to be able to apply the process of students' intellectual-emotional involvement in activities learning which allows for: The assimilation process/cognitive experience which enables the formation of knowledge, processes action/direct experience, skill, appreciation process and internalization of values (Wicaksono: 2018). The centralistic feature of the 1984 curriculum was that at this time it was marked by three policies namely universal, comprehensive and integrated. (Julaeha : 2019).

##### *Curriculum 1994*

The 1994 curriculum was a refinement of the 1984 curriculum. This new curriculum was implemented by adjusting Law Number 2 of 1989 concerning the National Education System. There is a change from the semester system to quarterly. Learning objectives focus on understanding concepts and skills in solving problems and solving problems (Mawaddah: 2019). According to Imron (2019) the main characteristics of the 1994 curriculum

are as follows: (1) Using a quarterly system (2) The subject matter is quite dense (3) Implementing one curriculum system for all students in all regions of Indonesia (4) The dominant subjects are mathematics, Indonesian and English, the lack of art and material lessons (5) Pancasila Moral Education (PMP) was changed to Pancasila and Citizenship Education (PPKn).

#### *Education Curriculum during the Reformation Period (1999-Present)*

##### *Competency Based Curriculum (CBC)*

This curriculum is more familiarly known as a competency-based curriculum. This is because, schools are given the freedom to compile the desired syllabus according to the needs of the school. Performance standards are a benchmark for this curriculum, so that the results can be used by students. This curriculum is projected to be able to develop students' knowledge, understanding, abilities, values, attitudes, and interests so that they can do something with full responsibility (Wirianto: 2014). The characteristics of the Education Based Curriculum (CBC) are as follows: (1) Emphasizes the achievement of student competence, not the completeness of the material (2) The curriculum can be replaced or changed according to the potential of students (3) Student-centered learning (4) Orientation to process and results (5) Using varied and contextual approaches and methods (6) Teachers are not the only source of learning (7) Textbooks are not the only source of learning (8) Lifelong learning (9) Learn to know (10) Learn to do (11) Learn to be yourself (12) Learn to live in diversity (13) Education Unit Level Curriculum 2096 (KTSP 2006). The Education Unit Level Curriculum (KTSP) is also called the 2006 curriculum. This curriculum is contained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System and Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP). The implementation of this curriculum refers to Permendiknas Number 24 of 2006, namely regarding the implementation of Content Standards (SI) and Graduate Competency Standards (SKL) set by the school principal after consideration from the school committee. This curriculum applies entirely to schools, with the intention that there is no intervention by the Education Office or the Ministry of National Education (Manurung: 2019).

##### *Curriculum 2013*

The 2013 curriculum is a character-based curriculum. The aim is to improve the quality of educational processes and outcomes guided by good manners and noble character in accordance with the Graduate Competency Standards (SKL) of the education unit. The government hopes that by implementing the 2013 curriculum, students can increase knowledge, apply ethical values and noble character so that they can be realized in everyday life (Kosassy: 2017). In the 2013 curriculum there are four changes, namely Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards. Changes to this curriculum have an impact on learning models, namely integrative thematic, scientific approaches, active strategies, and authentic assessment. This is intended to prepare future generations of young people who are creative, innovative, productive and affective so that they can bring the Indonesian nation forward in the future. (Machali: 2014). The 2013 curriculum is a form of progress in adapting to the times. In this era, technology has progressed rapidly, and the curriculum has adapted by combining educational concepts with developments in science and technology. Even though there are various obstacles in its implementation, it is believed that these obstacles can be overcome if the development of the 2013 curriculum is carried out properly and effectively.

##### *Freedom Curriculum*

The Independent Curriculum is a curriculum approach that offers a variety of intra-curricular learning, where the focus is on providing more optimal time for students to explore concepts and develop competencies. In this curriculum, teachers have the freedom to choose a variety of appropriate teaching tools, so that learning can be adapted to the learning needs and interests of students. In the Merdeka Curriculum, there are also projects that aim to strengthen the achievement of student profiles in understanding and practicing Pancasila values. This project was developed based on a theme determined by the government, but was not aimed at achieving specific learning achievement targets. Thus, the project is not tied to rigid subject content and provides freedom in the learning approach. In the development of the curriculum, it can be seen that changes were made to meet the needs of society and adapt to the times. Every curriculum change has the same goal, namely to improve the quality of education and form a better generation. In addition, through this research it can also be seen that the curriculum in Indonesia has undergone 11 changes since the early days of independence. The curriculum change reflects the government's commitment to developing an education system that is in line with the times and the needs of society.

## Conclusion

The curriculum has a very important and inseparable role in the educational process. However, compiling and formulating a curriculum is not an easy task. The curriculum must be a concept that can adapt to the times and the needs of the community where the curriculum will be implemented. Therefore, changes in the curriculum are unavoidable. Curriculum development is very important so that education can meet the needs of society effectively. Changes that occur in the curriculum certainly have advantages and disadvantages in their implementation. Over time, the curriculum in Indonesia has changed and developed at least 10 times since the Beginning of Independence or the Old Order Period (1945-1965). During this period, three types of curriculum were implemented, namely the 1947 curriculum, 1952 curriculum, and 1964 curriculum. Furthermore, during the New Order era (1966-1998), four types of curriculum were used, namely the 1968 curriculum, 1975 curriculum, and 1984 curriculum, and the 1994 Curriculum. Then, during the Reformation period, there were three types of curricula, namely the 2004 Curriculum, the 2006 Curriculum, the 2013 Curriculum, and the Merdeka Curriculum. Each curriculum has the same goal, namely to improve the quality of education in Indonesia and form a better generation. However, each curriculum also has a certain difference and emphasis in the learning approach and content. It is important to understand that every curriculum change has advantages and disadvantages that can be seen in its implementation. The main goal remains to improve the quality of education and achieve better results for the next generation.

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