

# History of The Development of The Indonesian Education Curriculum

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## Abstract

*The development of education is not limited by time and space. Education continues to develop over time, with the aim of improving the quality of education itself. One of the important components in education is the curriculum. The curriculum has a very significant role in determining the progress of education in a country. This scientific article is written to gain a deeper understanding of the development of the curriculum in Indonesia from time to time, which has changed from the 1947 curriculum to the independent curriculum. The curriculum changes were made to meet the needs of the community and to adapt to the times. The writing of this article uses historical research methods. This research relies on relevant reference sources, such as journals and books that support the writing of these scientific articles. The results of the discussion show that the curriculum in Indonesia has been developed 11 times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013, and the independent curriculum. The curriculum that is still in use today is the 2013 curriculum and the independent curriculum.*

**Keywords:** Curriculum, Curriculum History, Education Development

## A. INTRODUCTION

Education is an important milestone in the formation of quality individuals and society. Behind the success of education is an important element that becomes the main foundation of the learning process, namely the curriculum. The 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 student progress will be measured.

In formulating the curriculum, many factors need to be considered, such as educational goals, the development of society, the needs of students, and the development of science and technology. One of the important roles of the curriculum is to provide clear guidance for educators in carrying out the learning process. It is a roadmap that defines what to teach, when and how to teach it. With a structured curriculum, educators can plan meaningful, relevant and comprehensive learning experiences for students.

In addition, the curriculum also serves to create harmony between various learning components, such as goals, content, methods, and assessment. In the curriculum, the desired educational objectives will be translated into specific and measurable competencies. The curriculum content will include relevant learning materials and develop students' understanding, knowledge and skills. Effective teaching methods will also be considered, so that students can learn actively, creatively and think critically. Finally, assessments appropriate to the educational objectives will be used to measure student progress and achievement.

Good curriculum development must also take into account the changing times and demands of society. The curriculum must be flexible and responsive to the development of science and technology, as well as the 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 undergo continuous refinement and evaluation. Periodic evaluation of the curriculum is necessary to ensure that educational objectives are achieved and that students acquire competencies that are relevant to future needs.

Changes in the education system in Indonesia have been heavily influenced by politics and power over time. Power holders in each period will use their authority to determine what and how education is organized, often with policy changes occurring along with a change of education minister. This phenomenon is known as "change of minister change of policy" 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. These changes are the result of changes in the political system, socio-culture, economy, and the development of 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, as it contributes to positive developments in society. One of the integral aspects of education is the curriculum. It plays a crucial role in determining the progress of education, both in concept and application. As a teaching plan and guide, the curriculum organizes learning content and materials as well as guidelines for effective education implementation (Sukatin & Pahmi, 2020: 78). Then, the importance of developing the education curriculum dynamically in accordance with the demands and changing times in which the curriculum is applied. The national curriculum in Indonesia is based on Pancasila and the 1945 Constitution, with differences in educational goals and approaches in its implementation (Wahyuni, 2015:232).

## B. METHODOLOGY

In writing this article, the research method used is the historical research method. This method involves 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 aimed at critically analyzing the development of the education curriculum in Indonesia from time to time. By using this method, the author hopes to provide a more in-depth and objective understanding of the evolution of the education curriculum in Indonesia.

The historical method is a critical process in recording and reviewing relics of the past (Gottschalk, 2008:39). In general, the historical method can be interpreted as an investigation of a problem by applying a solution approach from a historical perspective (Abdurahman, 2007:53). The historical research method consists of five important stages (Kuntowijoyo, 2005:69). These stages include topic selection, heuristics, source criticism, interpretation, and historiography. A brief explanation of each stage can be found below:

### 1. Topic selection

This step gives direction and focus to the research to be conducted. By having a well defined topic, the writer can direct the search for sources of information to aspects that are relevant to the topic. This makes it easier to trace and collect data needed for writing historical articles. In addition, choosing a good topic also helps the writer to maintain consistency and harmony in writing the article. By having a topic that is closely related to the research objectives, writers can avoid collecting irrelevant data and direct their efforts towards a deeper understanding of the chosen topic.

### 2. Heuristics

At this stage, the process of collecting relevant sources through various references related to the research being studied is carried out. The sources utilized in this research can be books, journals, and other sources related to the topic being studied. The collection of these sources is done with the aim of obtaining accurate, relevant, and reliable information. The author conducts a literature search that involves reading books, journal articles, research reports, and other sources that can provide a deep understanding of the topic being studied.

### 3. Source Criticism

This stage involves evaluating and critically analyzing the reliability, validity and legitimacy of the sources that have been collected. Source criticism ensures that the data used in the research is of good quality and trustworthy.

#### 4. Interpretation

Interpretation is often referred to as the origin of subjectivity. In this stage the author interprets and summarizes the data that has been obtained from various reference sources. The data used in the research will be put together, and then compared between one source and another. So that the results of the analysis are obtained from the sources that have been obtained (Pramayogi & Hartanto, 2019: 18).

#### 5. Historiography

Historiography is the last stage in the historical research method. At this stage the author compiles data in the form of evidence and historical facts related to the author's topic with the aim that the series of historical writings written is coherent and in accordance with the flow of writing historical scientific articles.

## RESULTS AND 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 in the early days 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 curricula used were the 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, and 1994 Curriculum. The Reformation period presents three stages of curriculum development. This stage includes the 2004 Curriculum, 2006 Curriculum, 2013 Curriculum, and Independent Curriculum.

The following table shows the development of the curriculum:

| No. | Years | Curriculums                     | Descriptions  |
|-----|-------|---------------------------------|---|
| 1.  | 1947  | 1947 Curriculum                 | This curriculum is the first curriculum after independence The term curriculum is still not used. While the term used is Lesson Plan                    |
| 2.  | 1952  | 1952 Curriculum                 | This curriculum is still the same as the previous curriculum, namely the 1947 Lesson Plan   |
| 3.  | 1964  | 1964 Curriculum                 | This curriculum emphasizes the development of creativity, taste, passion, work, and morals, which became known as Pancawardhana                         |
| 4.  | 1968  | 1968 Curriculum                 | The 1968 curriculum is a concrete manifestation of the implementation of the 1945 Constitution  |
| 5.  | 1975  | 1975 Curriculum                 | The curriculum is organized with very detailed columns  |
| 6.  | 1984  | 1984 Curriculum                 | This curriculum is a refinement of the 1975 curriculum  |
| 7.  | 1994  | 1994 Curriculum                 | This curriculum is a refinement of the 1984 curriculum  |
| 8.  | 2004  | Competency-Based Curriculum     | This curriculum has not yet been implemented in all schools in Indonesia. Some schools have been piloted as part of the curriculum development process. |
| 9.  | 2006  | Education Unit Level Curriculum | Operational curriculum prepared and implemented by education units  |

| No. | Years | Curriculums        | Descriptions  |
|-----|-------|--------------------|---|
| 10. | 2013  | 2013 Curriculum    | Curriculum changes such as Curriculum 2013 are usually based on the idea that education must be able to adapt to the times and the needs of society. The implementation and evaluation of the success of Curriculum 2013 involves various parties, including teachers, students, parents and related parties in the world of education. |
| 11. | 2022  | Merdeka Curriculum | Developing the concept of core competencies as horizontal integrators. A number of subjects are reduced or integrated   |

In the development of the curriculum, it is seen that changes are made to meet the needs of society and adapt to the times. Every curriculum change has the same goal, which is 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 changes reflect the government's commitment to developing an education system that is in line with the times and the needs of society.

The history of Indonesia's curriculum development goes back in time with curricula from the pre-independence era until now. Education before independence was influenced by colonialism, the nation was raised to serve the colonizers. The concept of education at that time aimed to produce a workforce that could be employed in service to the colonizers and continued until 1942 (Pawero, 2018).

#### 1. 1947 Curriculum

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 the outline of the curriculum. The 1947 curriculum replaced the Dutch colonial education system and was introduced in schools in 1950. This curriculum emphasizes character education, awareness of the state and society, subjects related to daily activities, attention to education, and physical education (Wicaksono: 2018).

The outlines of the Teaching Program emphasize how teachers teach and how students learn. According to Wirianto (2014), the following are the characteristics of the 1947 curriculum:

- a) The nature of the curriculum is a separate subject curriculum (1946-1947).
- b) Using Indonesian as the language of instruction at school.
- c) In the level of education has a different number of subjects: Sekolah Rakyat (SR) - 16 subjects, SMP-17 subjects and SMA Major B- 19 subjects.

#### 2. 1952 Curriculum

In this curriculum, the education and teaching system was adjusted to the ideals of the Indonesian nation at that time. The 1952 curriculum focuses on the Pancawardhana program which includes *cipta, rasa, karsa, karya*, and morals. Subjects were classified into five groups of subject areas, namely, morals, emotional/artistic intelligence, skill intelligence, and physical fitness (Asri: 2017). The subjects in the 1952 curriculum have been presented very clearly. This curriculum is community-centered so that they can work if they have completed their education. What is lacking from this curriculum is that it has not been able to reach all parts of Indonesia.

#### 3. 1964 Curriculum

The 1964 curriculum is a curriculum that was at the end of President Soekarno's leadership period, as a curriculum improvement in Indonesia. This curriculum was named the 1964 Education Plan. The development carried out by the government is academic knowledge for debriefing at Elementary School. The 1964 curriculum has the aim of shaping society as a human being who is Pancasila, socialist, and has an attitude of nationalism as well as high love for the country. This curriculum is said to be perfectly

developed. This is because it has touched on three important aspects, namely cognitive, affective and psychomotor development. In this 1964 curriculum, there has been a more concrete effort towards developing potential as well as education that is practical in nature, no longer just a theory (Sukatin & Pahmi: 2020).

This curriculum is the same as the previous curriculum which centers on the development of Pancawardhana which includes creativity, taste, karsa, work, and morals. The classification of subjects has been categorized into five types, namely moral, intelligence, emotional, intelligence, skills and physical (Wahyuni: 2015).

#### 4. 1968 Curriculum

The changes that occurred in the 1968 curriculum from the previous curriculum were in the Pancawardhana program to foster the spirit of Pancasila, 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, and maintain a healthy and strong physique (Alhamuddin: 2014). In this curriculum, students act as a passive person who can only memorize existing theories without application. In practice, this curriculum prioritizes the formation of students only in terms of their intellect.

#### 5. 1975 Curriculum

The 1968 curriculum was changed to the 1975 curriculum. The 1968 curriculum has not considered the growing 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 effort and time, 4) applying to instructional system development procedures, and 5) applying stimulus response and practice. Kurikulum 1984

#### 6. 1984 Curriculum

The 1984 curriculum is an improvement on the previous curriculum, the 1975 curriculum, and is often referred to as the "enhanced 1975 curriculum." In this curriculum, students are placed as the subject of learning, starting from observing, categorizing, discussing, to reporting something. Changes to the curriculum in Indonesia occurred in 1984 with the introduction of the concept of active student learning methods.

Professor Dr. Conny R. Semiawan, who served as Head of the Curriculum Center of the Ministry of National Education from 1980-1986 and Rector of IKIP Jakarta (Jakarta State University), was an important figure behind the birth of the 1984 curriculum. The concept of active student learning methods, which was theoretically very good and gave positive results when tested in several schools, experienced many deviations and reductions when applied nationally.

#### 7. 1994 Curriculum

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

According to Imron (2019), the main characteristics of the 1994 curriculum are as follows:

- 1) Using the quarterly chess 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 maths, Indonesian, and English, with a minimum of arts and materials.
- 5) Pancasila Moral Education (PMP) was changed to Pancasila and Civic Education

(PPKn).

#### 8. 2004 Curriculum

This curriculum is more familiarly called the competency-based curriculum. This is because schools are given the freedom to develop the desired syllabus according to the needs of the school. Performance standards are the benchmark of this curriculum, so that the results can be utilised by students. This curriculum is projected 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 are as follows:

- 1) Emphasises the achievement of student competencies, not the completion of material
- 2) The curriculum can be replaced or changed according to the potential of students
- 3) Student-centred learning
- 4) Orientation on process and result
- 5) Using varied and contextualised approaches and methods
- 6) Teacher is not the only source of learning
- 7) Textbooks are not the only source of learning
- 8) Lifelong learning
- 9) Learning to know
- 10) Learning to do
- 11) Learning to be yourself
- 12) Learning to live in diversity.

#### 9. 2006 Curriculum

The Education Unit Level Curriculum is also known as 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. The implementation of this curriculum refers to Permendiknas No 24 of 2006, which is about the implementation of the Content Standards and Graduate Competency Standards set by the school principal after considering the school committee. This curriculum applies entirely to schools, with the intention that there is no intervention from the Education Office or the National Education Department (Manurung: 2019).

#### 10. 2013 Curriculum

The 2013 curriculum is a character-based curriculum. The aim is to improve the quality of educational processes and outcomes based on noble character and morals according to the Graduate Competency Standards of educational units. The government hopes that with the implementation of the 2013 curriculum, students can increase knowledge, apply the values of character and noble character so that it can be manifested in everyday life (Kosassy: 2017).

In the 2013 curriculum there are four changes, namely Graduate Competency Standards, Content Standards, Process Standards, and Assessment Standards. Changes in this curriculum have an impact on the learning model, namely integrative thematic, scientific approaches, active strategies, and authentic assessment. This is intended to prepare future young generations 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 adjusting to the times. In this era, technology has progressed rapidly, and the curriculum has adapted by combining the concept of education with the development of science and technology. Although there are various obstacles in its implementation, it can be believed that these obstacles can be overcome if the development of the 2013 curriculum is carried out appropriately and effectively.

#### 11. 2022 Curriculum

The 2022 curriculum is also called the independent curriculum. Independent Curriculum is a curriculum created by a team of experts led by Minister of Education and

Research Nadiem Anwar Makarim. This curriculum is part of the “Merdeka Belajar” program which aims to improve the quality of students' competencies in literacy, numeracy, soft skills, and character. Independent Curriculum is a curriculum approach that offers a variety of intracurricular learning, where the focus is on optimising content to give learners sufficient time to deepen concepts and strengthen competencies. Within this framework, teachers are given the freedom to choose from a variety of teaching tools, allowing for customisation of learning according to individual learners' needs and interests. There is also the development of projects that aim to strengthen the achievement of the Pancasila learner profile, with themes set by the government. Uniquely, the project is not geared towards achieving specific learning outcome targets, so it is not tied to subject content.

Projects that aim to improve the achievement of the Pancasila learner profile are developed based on specific themes set by the government. It is important to note that the purpose of these projects is not to achieve specific learning outcome targets, so they are not tied to subject content. With this approach, Merdeka Curriculum gives schools and teachers the freedom to adapt learning according to local contexts and needs, while still ensuring the reinforcement of Pancasila values.

## CONCLUSION

The curriculum has a very important and inseparable role in the educational process. However, developing 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 applied. Therefore, changes in the curriculum are inevitable. Curriculum development becomes very important so that education can meet the needs of society effectively.

Changes that occur in the curriculum certainly have advantages and disadvantages in its 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 period (1966-1998), there were four types of curriculum used, namely the 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, and 1994 Curriculum. Then, during the Reformation period, there were three types of curriculum, namely the 2004 Curriculum, 2006 Curriculum, 2013 Curriculum, and Merdeka Curriculum.

Each curriculum has the same goal, which is to improve the quality of education in Indonesia and form a better generation. However, each curriculum also has certain differences and emphases in learning approaches and material content. It is important to understand that every curriculum change has advantages and disadvantages that may be seen in its implementation. The ultimate goal remains to improve the quality of education and achieve better outcomes for the next generation.

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