

The History of Curriculum in Indonesia: A Literature Study

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Abstract: *To accomplish national educational goals, the curriculum is a collection of ideas and arrangements for learning activities. It includes of topics covered in numerous disciplines and issues from daily life. There are three functions played by the curriculum: conservative, critical or evaluative, and creative. While critical or evaluative roles preserve values and cultural pasts for pupils, conservative roles impart cultural heritage values that are pertinent to the present. In order to address society's future demands, creative jobs participate in productive and innovative activities that produce new knowledge, insights, and abilities. The "Rentjana Peladjaran 1947" curriculum sought to instill nationalist values in students while also preparing them to speak both regional and Indonesian languages. "Rentjana Peladjaran Terurai 1952," the curriculum from that year, emphasizes teaching that is community- and life-oriented. "Rencana Pendidikan 1964," the curriculum from 1964.*

Keywords: *Indonesian Curriculum, History, Teaching-Learning*

Abstrak : Untuk mencapai tujuan pendidikan nasional, kurikulum merupakan kumpulan gagasan dan pengaturan untuk kegiatan pembelajaran. Itu mencakup topik-topik yang tercakup dalam banyak disiplin dan masalah dari kehidupan sehari-hari. Ada tiga fungsi yang dimainkan oleh kurikulum: konservatif, kritis atau evaluasi, dan kreatif. Sementara peran kritis atau evaluasi melestarikan nilai-nilai dan budaya bagi murid, peran konservatif memberikan nilai-nilai warisan budaya yang berkaitan dengan saat ini. Untuk mengatasi tuntutan masyarakat di masa depan, pekerjaan kreatif berperan serta dalam kegiatan produktif dan inovatif yang menghasilkan pengetahuan, wawasan, dan kemampuan baru. Kurikulum "Rentjana Peladjaran 1947" berupaya menanamkan nilai-nilai nasionalis dalam diri para siswa sementara juga mempersiapkan mereka untuk berbicara baik dalam bahasa regional maupun Indonesia. "Rentjana Peladjaran 1952," kurikulum dari tahun itu, menekankan pengajaran yang berorientasi pada masyarakat dan kehidupan. "Rencana Pendidikan 1964," kurikulum dari tahun 1964.

Kata kunci: Kurikulum Indonesia, Sejarah, Belajar-Mengajar

INTRODUCTION

The curriculum is all learning that is designed and implemented individually or in groups, either in school or outside of school, (Kerr, J.F,1968). According to Prof. Drs. H. Darkir curriculum is a tool in achieving educational goals. Thus, curriculum is an education program rather than a teaching program, so it is planned and designed as material as well as learning experiences.

The development of the curriculum during the colonial period, which dominated the Europeans, would result in the collapse of the Dutch colonial government system. The curriculum at the time of the company had a mission of spreading religion and the implementation of trade in Indonesia. From the 16th and 17th centuries, the spread of Christianity in Indonesia, the collapse of the Dutch colonial government system.(Wahyuni, Fitri., 2015)

The curriculum in Indonesia was changed several times since after Indonesia's independence. Some of the curriculum includes a language that is taught in foreign languages and others that is not. The resulting foreign language was usually English, since English was still a foreign language in Indonesia. English teaching was already in place at the time of the Dutch occupation but was deleted and banned when the Japanese came. During the Dutch occupation, English was learned on MULO (Meer Uitgebreid Lager Onderwijs) students and AMS (Algemeene Middlebare School). Only the Dutch and select few of the indigenous will be able to go to boarding school at AMS level. Thus, English was learned after Indonesia's independence as a result of earlier development of foreign languages impeded by restrictions even banned.(Iramdan & Manurung, 2019)

The government in Indonesia has been implementing various education systems to improve the lives of children in the society. The first system was introduced in 1816 by Gubernur Jendral Van Der Capellen, who aimed to improve the education system in the country. However, the government has faced challenges in implementing these systems due to the lack of resources and the lack of a strong guru system. The government has also faced difficulties in implementing the system of Islamic education, as the majority of the population does not have access to Islamic education. The government has also faced challenges in implementing the system of Islamic education in the country, as the government has not been able to effectively implement it.(Nasution, n.d.)

METHODS

The research method was library research. The use of this method was chosen to collect a number of similar articles and studies with the subject matter discussed. There are several articles that serve as references for discussion. Each article discussed is then analyzed and concluded to draw public opinion in accordance with the topic study.

RESULT AND DISCUSSION

1. Definition of Curriculum

Webster's Third New International Dictionary mentioned curriculum derived from *curere*. In Latin *curere* means running fast. *Curere* in Nouns became curriculum means running fast, racing, horse riding, legged, travel, and one experience without stopping. According to curriculum study unit is derived from the Greek, means distance traveled. (Mathematics, 2016)

According to UU no. 20 of 2003. The curriculum is a set of plans and an arrangement relating to objectives, content, teaching, materials and methods used as guidelines in organizing learning activities to achieve a national educational goal. The curriculum is defined as a written document that contains all the subject that will be taught to students through the choice of various disciplines and the formulation of problems in everyday life (George A. Beaucham, 1976). (Sugawara & Nikaido, 2014)

The concept of curriculum in modernism focuses on defining the concept of education. It is not limited to the teachings of a particular discipline but also encompasses the development of children's skills and knowledge. This concept is not limited to the teachings of a particular discipline but also encompasses the development of children's abilities in various aspects of life, such as schooling and employment. (Aslan, 2016)

2. The Roles of Curriculum in Teaching-Learning

Curriculum has three roles in learning, there are conservative, critical or evaluative, and creative.

a. Conservative

The curriculum can be used as a means to transmit the values of the cultural heritage of the past that is considered still relevant to the present today to the younger generation. This conservative role is essentially putting the past-oriented curriculum. This role is fundamental that adjusted to the fact that education at essence is a social process. One of the education assignments is influencing and fostering student behavior accordingly social values in the community.

b. Critical or Evaluative

The lives of people and the culture of the community always change, thus the inheritance of values and cultural past to the students need to be adjusted to the conditions that occur in the present. In addition in development that occurring in the future and the future is not necessarily according to the needs. Therefore, the role of the curriculum does not only inherit the existing values and cultures or apply the result of new developments that occur, but also have role to assess and choose the value and culture and the new knowledge to be inherited. In this case, the curriculum must actively participate in the control or social filter. Social values that are not in accordance with the current circumstances and demands are eliminate and held modifications or improvements.

c. Creative

The curriculum will participate in various creative and constructive activities, in the sense of creating and organizing something new to meet he needs of the society in the future. To assist each individual and developing all that is within them, the curriculum creates new lessons, experiences, thinking, abilities, and skills, which provide benefits to society. The three roles of the curriculum must be balanced, or in other words there is harmony between the three. Thus, curriculum can meet the demands of the time and circumstances in bringing students to future culture.(Prabowo, 2019)

3. History of Curriculum in Indonesia

Curriculum in Indonesia has many of history. There are history before independence day and after independence day until now. History about curriculum after independence day is split into three, those are Curriculums on old order, Curriculum on new order, and Curriculum Reformation era.

There are three curriculum on old order, Curriculum 1947 (Rentjana Peladjaran 1947), Curriculum 1952 (Rentjana Peladjaran Terurai 1952), Curriculum 1964 (Rentjana Peladjaran 1964).

a) Curriculum 1947 "Rentjana Peladjaran 1947"

Following Indonesia's independence, in 1947 Suryadi Suryaningrat, then minister of teaching, established a plan for 1947 improvement which was known as the 1947 curriculum. However, the 1947 curriculum was called in Dutch for "leer plan" meaning lesson plan. The saying, "curriculum" was unfamiliar to Indonesians at the time because it paid attention to Dutch education. (Iramdan & Manurung, 2019)

The 1947 curriculum is still influenced by Dutch education. It does not stress its students to think, but rather to develop their nationalist sense. On this curriculum, programming students to speak both regional and Indonesian languages. The curriculum is still very simple because it's only a future learning plan because of the curriculum was being prepared after independence day

b) Curriculum 1952

After "Rentjana Peladjaran 1947 ", in 1952 the curriculum in Indonesia underwent the consummation. The curriculum is more detailed every time Subjects were then given name "Rentjana Peladjaran Terurai 1952 ". The curriculum is already Leads to a system National education. The most The distinguishing and characteristic of curriculum 1952 is that every Lesson plan must Pay attention to the content of the lesson Connected with life. The syllabus lesson indicates by It's clear that a teacher is teaching One subject. (Raharjo, 2020)

Subject to the curriculum 1952 that is been presented quite clearly. This curriculum applies the curriculum community-oriented so after completing their education was immediate working. Curriculum 1952 weakness which is that the

curriculum here is new on the national education system yet able to reach the whole Indonesian territory.

c) Curriculum 1964

The end of the presidential era Soekarno by 1964, the government returning to perfect the curriculum system in Indonesian. The curriculum is called “Rencana Pendidikan 1964”. Curriculum 1964 thought is the trademark of this curriculum that the government has a desire to people got academic knowledge for Debriefing on the elementary school cranes, so to speak learning is centered on Pancawardhana program.

The 1964 curriculum is a method that Called leadership of the community. Besides, krida's day is fixed On Saturday by the government. Krida means learners are given the freedom to practice various activities to train for each other's interests and talents. Like an activity Culture, art, sports and various forms of games. The curriculum 1964 was designed to be a tool for producing Socialistic Indonesian pancasilais with such qualities That belongs in Tap MPRS. No II tahun 1960.

On new order, there are four curriculums. Those are Curriculum 1968, Curriculum 1975, Curriculum 1984, and Curriculum 1994.

a) Curriculum 1968

The curriculum 1968 update from curriculum 1964, that is structural changes taking place The education curriculum from the Pancawardhana To the coaching of pancasila's soul, basic knowledge, and competence special. The curriculum 1968 realization of the changing orientation on It was a pure and refined constitution consequences.

At this time students are just at play as a passive person, to Just memorizing the theories there without any application of those theory. Practically, this curriculum emphasizing participants formation educated only in the intellectual sense only.(Hudaidah & Ananda, 2021)

b) Curriculum 1975

Curriculum 1975 is a substitute for the previous curriculum that is curriculum 1968. Where at the previous curriculum had not considered things that matter the factor of government discretion development in terms of national development. For consideration, The year curriculum is formed in 1975 as an effort to realize development

stations below new order government with a program Pelita dan Repelita.(Iramdan & Manurung, 2019)

For replacing curriculum 1968, So curriculum 1975 uses principles as follows:

- Goal oriented. Natural resources this government formulates objectives that should be governed by more known students as chirarki educational goals, which include: national education goals, institutional objectives, curriculum goals, general instructional goals and exclusive instructional objectives.
- Embracing an integrative approach in the sense that each student has a sense and an enabling role to achieve a more integrative goal.
- Emphasizing efficiency and effectiveness in both power and time.
- Follow an instructional approach known as Prosedur Pengembangan Sistem Instruksional (PPSI).
- Influenced by behaviour-response stimulus (in-command) and practice (drill).(Iramdan & Manurung, 2019)

c) Curriculum 1984

1984 curriculum carried the mayday approach process. As much as the process approaches one, the goal factor remains crucial. This curriculum is also often called "the refined 1975 curriculum." The student position is placed as subject is learning. From observing things, grouping, discussing, to reporting. This model is called Cara Belajar Siswa Aktif (CBSA) or Student Active Learning (SAL). The CBSA concept, which is beautifully elegant theoretically and successfully successful at school , experiences many dividend and reduction when applied nationally. Unfortunately, many schools lack the ability to interpret CBSA. What is seen is the chaotic atmosphere in the classroom because students are discussing, here and there are pictures, and teachers are distracting no longer teaching models to speak. Eventually, the CBSA turnout was sprung. (Raharjo, 2020)

In the 1984 curriculum, the government's drafting of a curriculum includes a list of key subjects that originally numbered only 8 to 16 core subjects plus an additional program for selected subjects.

This is related to changes made in high school program. If in curriculum 1975 there are 3 natural sciences, social, and languages, then in the curriculum 1984, the program is stated in programs A and B. programs a consists of: (1) A1, emphasis on

physics; (2) A2, emphasis on biology; (3) A3, emphasis on economic subjects; (4) A4, emphasis on language and cultural subjects.

Whereas program B is a program that leads to vocational skills that will be able to engage students directly in society. But since program B requires sufficient school facilities, it is temporarily abolished

d) Curriculum 1994

In the previous curriculum, the curriculum 1984, the learning process emphasizes on a theoretical teaching pattern of learning by not paying attention to the content of the lesson. This is because of the appropriateness of education at the LPTK (Lembaga Pendidikan Tenaga Kependidikan), the theory of the teaching process comes first. As a result, at the time a basic science team was established that one of its assignments helped develop the curriculum in school. The team considers that the material (content) lessons should be given students sufficiently, so that the student finishes the lesson at a given period will receive sufficient lesson material. (Wirianto, 2014)

Purpose and process less-successfully integrated. The national and local cargo is rich in China. Local content content was adapted to the needs of individual areas, such as local arts language, local skills, and so forth. The interests of the community groups are also urging certain issues to enter the curriculum. In time, the curriculum 1994 became a super compacting curriculum, with poor results. Based on the study of documentation that has been explained in his book *suderadjat day*, the curriculum 1994 can be pointed out that it has some shortcomings and advantages.

In Reformation era, those are three, Curriculum 2004 Kurikulum Berbasis Kompetensi (KBK), Kurikulum Tingkat Satuan Pendidikan (KTSP), and Curriculum 2013.

a) Curriculum 2004

It is better known as “Kurikulum Berbasis Kompetensi” because schools are given the authority to create desired syllabus according to the school's needs. Kurikulum Berbasis Kompetensi focuses on developing the ability to perform tasks according to established performance standards, which can enable learners to feel the results of mastery over a particular set of competencies. It is expected that KBK will be able to develop the knowledge, understanding, ability, value, attitude, and interest of learners in order to do something responsibly.

The KBK characteristics include fitting competence selection; Indictments specifications to determine the success of the competence attainment; And the development of learning systems. In addition, the KBK has several competences to be mastered by learners, assessments conducted according to specific standards as a demonstration of competence demonstrated by learners, learning emphasizes more on personal individual activities to master the required competence, learners can be assessed for competence at any time when they are ready, and in the learning, participants can progress according to their speed and ability.

b) Kurikulum Tingkat Satuan Pendidikan (KTSP)

KTSP is a curriculum development strategy to embody effective, productive and achieving schools. KTSP is a new paradigm of curriculum development, which gives broad autonomy to each educational unit, and society's participation in order to promote the potential to teach in schools. Autonomy was given so that each school and school unit would have some autonomy in managing resources, funding, The learning resources and managing them according to the needs of others, and be more sensitive to local needs.

KTSP has the same characteristics as the KBK which is that teachers are free to make changes, revisions and improvements to the established standards of government, from goals, mission vision, the structure and load of curriculum, learning burdens, education calendar to syllabus development.(Insani, 2019)

The KTSP administration refers to Permendiknas No 24 Tahun 2006 of the implementation of SI and SKL, stipulated by the principal after taking into consideration the school committee. The implementation of this curriculum is wholly submitted to the school, which means no intervention from the board of education or the state department of education. (Daeng Pawero, 2018)

c) Curriculum 2013

The 2013 curriculum is Kurikulum Berbasis Kompetensi that was once flunked in the 2004 Kuriulum Berbasis Kompetensi (KBK), but has not been completed by the insistence to implement the 2006 Kurikulum Tingkat Satuan Pendidikan (KTSP). In addition, the curriculum setting on curriculum 2013 is done as a courtesy of the UU no.20 Tahun 2003 law on national education and president rule No. 5 Tahun 2010 on the

national middle-term development plan.

This curriculum includes many competencies and a set of expressed learning purposes, so that the attainment may be observed in the behavior or skills of learners as a criterion of success. Learning activities need to be directed to help learners master at least a minimum of competence so they can achieve set goals. According to the complete concept of study and the development of talent. Each learner must be allowed to achieve the goal at the individual's pace and pace. (Insani, 2019)

The main theme of curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, affective, through integrated observation of attitudes, skills, and knowledge. To make that happen, in the implementation of the curriculum, teachers are required to professionally design learning effectively and meaningfully, organize learning, select appropriate learning approaches, determine learning procedures and competency effectively, and set criteria for success.(Alhamuddin, 2014)

d) Kurikulum Merdeka

This 2020 free learning curriculum, based on Permendikbud No.3 Tahun 2020 on SN-Dikti. Dictating to this era (Nadiem Makariem) became the lead author associated with the learning free discourse, primarily in college. At nadiem, the ministry has developed a strategy that will not fall outside the essence of education, the quality of teachers. Teacher would not be possible to replace technology. Technology isa teacher's aid that enhances their potential and seeks out the best driving teachers and ensures that they can become teaching leaders in schools throughout Indonesia.(Raharjo, 2020)

As part of the learning restoration effort, the free curriculum (formerly called the prototype curriculum) is developed as a more flexible curriculum framework, while focusing on essential materials and character development and competence of learners. The main characteristic of this curriculum that supports the restoration of learning is:

- Study-based projects for developing soft skills and characters fit the profile of a pancasila student.
- Focus on essential materials so there is sufficient time for profound learning for basic competence such as literacy and numeration.
- The flexibility for teachers to do differentiated learning according to the learner's ability and make adjustments to the local context and content. Project. (Nugroho &

Narawaty, 2022)

English teachers advocate for English inclusion in the curriculum to maximize English's role in elementary school learning. The age of 6-13 years is crucial for language development, and English should be taught appropriately. However, implementation issues persist, and the government acknowledges that English can and cannot be practiced depending on each school. Schools should apply English in their schools and address controversies with English teachers.(Maili, 2018)

CONCLUSION

The curriculum, derived from Latin *curere*, refers to a set of plans and arrangements for learning activities to achieve national educational goals. It includes subjects taught through various disciplines and everyday life problems. The curriculum is a written document that outlines objectives, content, teaching materials, and methods for organizing learning activities.

Curriculum has three roles in learning, there are conservative, critical or evaluative, and creative.

- **Conservative.** The curriculum transmits cultural heritage values relevant to the present, focusing on the past, influencing student behavior and fostering social values in the community. This conservative role is crucial in education as a social process.
- **Critical or Evaluative.** The curriculum plays a crucial role in preserving values and cultural pasts for students, adapting to current conditions and future developments. It not only inherits existing values and cultures but also assesses and chooses new knowledge. The curriculum actively participates in social filtering, eliminating values that do not align with current circumstances and demands.
- **Creative.** The curriculum engages in creative and constructive activities to meet society's future needs, creating new lessons, experiences, and skills. It ensures balance between three roles to adapt to time and circumstances, preparing students for a future culture.

The Indonesian education system has evolved over time, with various curriculums being implemented to improve education quality and teacher leadership. The 1947 curriculum, known as "Rentjana Peladjaran 1947," aimed to develop nationalist sense and programming students to speak both regional and Indonesian languages. The 1952 curriculum, "Rentjana Peladjaran Terurai 1952," focuses on life-connected content and community-oriented teaching. The 1964 curriculum,

"Rencana Pendidikan 1964," aimed to improve Indonesian education by focusing on academic knowledge and community leadership. The 1975 curriculum replaced it, focusing on government discretion and national development. The 1984 curriculum, also known as the refined 1975 curriculum, focuses on student learning through the Cara Belajar Siswa Aktif model.

The 1994 curriculum prioritizes theoretical teaching patterns and content, while the 2004 curriculum focuses on developing learners' skills to perform tasks according to established performance standards. The 2013 curriculum, Kurikulum Berbasis Kompetensi, was developed as a courtesy of UU no.20 Tahun 2003 law on national education and president rule No. 5 Tahun 2010 on the national middle-term development plan. The 2020 free learning curriculum aims to improve education quality and teacher leadership in Indonesia, focusing on essential materials and character development. English teachers advocate for English inclusion in the curriculum to maximize the role of English in elementary school. However, there are still problems with implementation and the government acknowledges that English can and cannot be practiced in different schools.

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