

The Implementation of Curriculum Development in Indonesian Context

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Abstract. This article explains the development curriculum implementation in an Indonesian context. The curriculum formulation is one of the most significant of implementation of education componen. A curriculum is defined as a set of plans and systems that describe the goals/objectives, contents, materials, and instructional techniques—a direction in order to prepare for change. In national education, the teaching and learning process plays an essential part in achieving specific educational goals. The curriculum is a dynamic component of education that is constantly changing over time. It is critical to change to keep up with societal advancements, student demands, and scientific and technological advancements. The evolution of an education curriculum in a particular country, such as Indonesia, might represent the country's progress. Indonesia's national curriculum has undergone numerous revisions. However, Pancasila and the 1945 Constitution serve as the foundation for the whole national curriculum.

Key words: development of curriculum; implementation; national education.

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INTRODUCTION

Curriculum is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences.

The Curriculum, according to Mulich, is a set of plans and processes that describe the methods utilized to conduct school-based teaching and learning activities. The content and supplies that will be used in the classroom, as well as concerning the goals/objectives, contents, and materials, in a manner similar to Muslich's definition and Strategies utilized to carry out the educating and learning handle in arrange to accomplish specific instructive objectives (National education system. Act No. 20/2003).

Development of curriculum includes a wide run of exercises centred on creating a arranged educational programs, instructional method, instruction, and conveyance procedures for directing understudy learning. It is the systematic planning of what will be taught in schools at any particular period during the year.

They're turned into official documents, used as teaching aids, and mandated by provincial and territorial governments.

Changes within the political framework, social, social, financial, and scientific systems all

lead to changes in the Curriculum.

METHOD

Research design is descriptive qualitative , The most information source in this consider is the English instruction instructors who have given themselves for a few time accepting the commitment period is closely related to involvement their commitment as teachers. Procedures information collection by meet and, information Examination Procedure Subjective information examination was gotten through interviews, documentary

RESULTS AND DISCUSSION

Indonesia's Curriculum Development History

The evolution of the Curriculum in Indonesia reflects the country's educational history. Curriculum change, as previously indicated, may be a consistent result of changes within the political framework, social, social, financial, and logical frameworks. In the years 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and 2013, the national educational Curriculum was revised. The Pancasila and the 1945 Constitution serve as a foundation for the entire national curriculum, using different implementation techniques and a focus on core education goals.

1968 Curriculum

Hien, the educational modules was isolated into three columns: lesson, week by week contact

hours, and instructing materials. The Curriculum was developed to replace the Dutch educational system and to define the Indonesian people's character.

The Indonesian Curriculum was updated in 1952 with *Rencana Pembelajaran terurai*,

The national education system's Curriculum is based on the 1953 curriculum, which mandates that every lesson plan take into account the content of disciplines that are important to daily life. Topic, Lesson, Class, and Number of Contact Hours per Week were the five columns in total. The government of Indonesia changed the educational system in 1964.

The name of the learning program was Pancawardhana Education Plan 1964. Tilaar described Pancawardhana as an educational philosophy that includes ideas for patriotism that is founded on national, international, and religious values. In the year 1968, a new curriculum was developed.

Curriculum was affected by the move from the Ancient to the Unused Arrange. The educational basis, objectives, and contents were all reformed from the ground up—Pancasila as the foundation for education, with the goal of forming Indonesians who adopted the Pancasila spirit.

Curriculum 1975, 1984, and 1994

Ministerial Decrees No.008d/U/1975 and 008e/U/1975 were signed in 1975. Assessment, goals, and objectives, as well as subject matter (materials) and learning experiences, are all important factors to consider. and assessment are all things to think about, and they're all decided in partnership with stakeholders. January 15, curriculum 1975 to supplant the 1968 educational modules.

The educator was required to know the pupils' point in considering a specific thing of information, science, or expertise (goal/objective arranged). The curriculum is based on a holistic approach and the structuralism ideology.

It was molded by behavior brain research, which emphasizes stimulus-to-response and preparing (bore). In 1984, the educational programs 1984 was planned in arrange to adjust the 1975 educational modules. The past Curriculum was found to be incompatible with community needs, as well as scientific and technological aspirations.

The structural method utilized in the Curriculum in 1975 had not yet proven successful, notably in the sphere of education,

particularly given the need for students to be communicatively competent. The Curriculum in 1984 was focused on instructional goals, and classroom learning had to be functional and productive. The teaching approach was student-centered through the students' active learning system (Cara Belajar Siswa Aktif—CBSA) to build students' communicative abilities.

The Curriculum of 1984 has to be changed by 1994.

In the prior Curriculum, the learning process placed a greater emphasis on learning theory and less on lesson content.

However, there were certain issues during the execution of the Curriculum due to the number of approaches that should be directed, the number of subjects, and the amount of content in each subject.

The 1994 curriculum needed to be modified in response to the government's structural shift from centralistic to decentralized governance. It was a natural result of the passage of the Regional Autonomy Acts No. 22 and 25 in 1999.

Competence-Based Curriculum was the name of the Curriculum established at the time, and it focused on building the capacity to fulfil (competence) duties in accordance with predetermined performance standards.

According to Minister of Education Decree No. 045/U/2002 on Core Curriculum, competence is "a collection of intelligent activities."

As a result, in order to be regarded capable of executing tasks in a given field of employment by society, a competent individual must accept full responsibility.

Competency-based education emphasizes the skills that students should possess after completing a program.

As a result, competency-based education should generate graduates capable of competing on a global scale. The establishment Competency-based education has two outcomes: a competency-based syllabus and a competency-based assessment system. Three key components of a competency-based education program should be identified: (1) accepted competencies, (2) evaluation indicators for measuring competence accomplishment success, and (3) the development of a learning system.

Individual and group competency (classical), process evaluation, and results-oriented competence were all emphasized in curriculum-based competence.

There are four types of learning: 1) knowing, 2) doing, 3) living together, and 4) being. The breadth of information is established as a competency standard. , abilities, and attitudes attained desired and include both content and performance standards.

Puskur (2001), a technical report prepared by the CBC, categorized competence into three levels:

(1) graduate competencies (KL—Kompetensi Lulusan), i.e. the skills that students should have after completing a specific level of education. 2) common competencies (KU—Kompetensi Umum), i.e. the skills that students should have after completing a specific level of education.

KTSP, Curriculum 2006

This Curriculum implemented in accordance with the following rules:

System of Education

The Regional Autonomy Act (UU) No. 32 of 2004, which was incorporated in Education, The National Education Standard (PP) No. 19 issued by the government in 2005, In 2006, Ministerial Decree (MD) No. 22 on Content Standards (SI), Graduate Competency Standard (SKL) Ministerial Decree (MD) No. 23 on Graduate Competency Standards (SKL), Ministerial Decree (MD) No. 24 on Graduate Competency Standards (SKL), Ministerial Decree (MD) No. 25 on Graduate Competency Standards (SKL), Ministerial Decree

The Ministerial Decree No. 24 on SI and SKL Implementation was released in 2006 CBC and KTSP had no significant differences.

Both have a plan for competency-based learning and student learning outcomes in place.

The instructive level of each unit plans the KTSP; in this case, the school is included, however national requirements are still followed.

The Guidelines for Developing Curriculum are developed by the National Education Standards Agency, a non-profit organization (BSNP).

The term educational programs (KTSP) alludes to a set of national instruction guidelines that are utilized to guarantee that national education goals The government rule emphasizes the importance of giving eight organized and executed national instruction benchmarks: (1) substance standard, (2) prepare standard, (3) graduate competency standard, (4) instructive staff standard, and (5) offices and foundation standard are all cases of guidelines, as are (6) Administration, (7) Budgetary, and (8)

Instructive Appraisal Benchmarks. Two of the eight national education standards that the education unit utilizes to develop the Curriculum are the Content Standards (SI—Standard Isi) and Graduates Competency Standards (SKL—Standard Kompetensi Lulusan).

The Development Education Unit Level Curriculum (KTSP) has the following principles:

Focused on learners' and their environment's potential, progress, needs, and self-interests; b) Diverse and integrated; c) Responsive to advances in science, technology, and art; d) Relevant to everyday needs; e) Comprehensive and long-term; f) Lifelong learning

The components of Education Unit Level Curriculum are (1) School Purpose, (2) Structure and Curriculum Content, and (3) Learning Implementation Plan, (4) Syllabus, and (5) Education Calendar (RPP)

Curriculum 2013

Curriculum 2013 is the most recent Curriculum used in Indonesian education. The implementation of the 2013 curriculum began in July 2013. Although it began in July 2013, it is productive, creative, imaginative, and empathetic Indonesians through empowering integrated attitude, skill, and knowledge. Learning plan is the difference between the curriculums of 2006 and 2013. The development of the syllabus is beneath the specialist of the instruction unit (school) within the curriculum 2006; Except for the creation of the curriculum 2013, which is under the jurisdiction of the central government, the development of the curriculum 2013 is under the authority of the central government. particular subjects that are developed by certain schools. Despite the fact that the syllabus is provided by the federal government, instructors retain the authority to construct lesson plans and generate materials for implementation in the classroom.

CONCLUSION

Curriculum, which is portrayed as a set of plans and forms that depict the subjects and materials to be instructed, as well as the procedures utilized to carry out instructing and learning exercises at school, acts as a direct to help understudies in accomplishing their instructive objectives. The methodical planning of what will be taught in schools at various periods throughout the year is known as curriculum development.

Provincial and territorial governments require them to be made into official documents, utilized

as teaching aids, and required.

The curriculum reform in Indonesian instruction is in line with the current meaning of instruction and learning changes, which are carried out on a regular basis.

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