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The Development of Curriculum in Indonesia

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Abstract : Change is an obligation to do as long as it took to change for the better and able to solve problems that arise in the past. This was the spirit of the government to create a new curriculum. Education in Indonesia makes parameters in form of curriculum that teachers should obey it in teaching and learning in the classroom. Curriculum is a guide for teachers in teaching learning process in order achieve the objective. The curriculum in language teaching and learning depends on how the organization of content. Curriculum and its development according to the needs of students, schools, communities and the demands of the times. The curriculum should be match to the dynamics and demands of society for curriculum design/program(learning) which aims to prepare students to be members of the community. This article discusses about the concept of curriculum and development of curriculum in Indonesia.

Keywords: The concept of curriculum and development of curriculum
Indonesia

Introduction

Education is an important process that people should have in order to be educated person. Ashraf cited in Hashim & Langgulung (2008) defines education as a process involving three rewards: the individual, the society or the community to which he or she belongs and the whole content of reality, both material and spiritual, which plays a dominant role in determining the nature and destiny of man and society. Indonesian Ministry of National Education (cited in Aziz, 2011) states that education is intended to build and develop Indonesian society that is democratic, competitive, well developed, prosperous, faithful in God, mastering science and technology, highly disciplined and dedicated.

Ministry of Education and Culture Indonesia (2013) states vision and mission of education in Indonesia. Education vision is to implement the prime services of education and national culture to establish smart and strong character citizen of Indonesia. Moreover, education mission are to enhance the availability of educational and cultural services, expand the affordability of educational and cultural services, enhance the quality of educational and cultural services, create the equality in obtaining educational and cultural services, ensure the assuredness

in obtaining educational and cultural services, and sustain and reinforce Indonesian language and culture. Therefore, education has a significant role for national development in the society.

People in Indonesia must take nine years of compulsory education which consists of six years at primary and three years in secondary school. Most of students in Indonesia should take English course as a compulsory subject at school. It is also supported by Madya (2007), referring to Education Ministerial Regulation No. 22/2006 on the Standards of Content, English is one of the compulsory subjects taught in junior secondary schools or *Sekolah Menengah Pertama* (SMP) and *Madrasah Tsanawiyah* (MTs), general senior secondary schools or *Sekolah Menengah Atas* (SMA) and *Madrasah Aliyah* (MA), vocational senior secondary schools or *Sekolah Menengah Kejuruan* (SMK), and Islamic vocational senior secondary schools or *Madrasah Aliyah Kejuruan*.

Indonesian education lasts for centuries following the historical development, economy, and political society. Indonesian education in line with the growth of the kingdoms in the archipelago and also the inclusion of the major religions in Indonesia such as Hinduism, Buddhism and Islam. However, the development of modern education in Indonesia began with the entry of colonial nations of the west to Indonesia. After Indonesian independence, the government continues to make national education development in all regions of the homeland. Educational development is not biased because regardless of curriculum development is the core curriculum of the learning process. Ministry of National Education in Indonesia makes parameters in form of curriculum that teachers should obey it in teaching and learning in the classroom. As Saragih write in Jakarta Post (2013), “The future of this nation depends on the new curriculum,” Curriculum and its development according to the needs of students, schools, communities and the demands of the times.

The Concept of Curriculum

The term of curriculum comes from Greek, namely “Curriculae”, the meaning is the distance that must be passed through by a runner. In that time, the definition of curriculum was the time span of education that must be passed through by students to get certificate. Curriculum in Indonesia has been changing and developing overtime since 1947 to KTSP and curriculum 2013. BSNP (2006:5) states that curriculum is a set of plans and coordination about the goals,

content, materials and ways that are used as guidelines in learning activities in order to achieve certain educational objectives.

UU SPN (Undang-Undang Standar Pendidikan Nasional) No.20 year of 2003 chapter 1 section 1, curriculum is a set of planning and arranging about the aim, content, and the material of lesson and the way that's used as the guidance the implementation of studying activity to achieved the certain aim of education. Brown (1995:19) defines curriculum as a series of activities that contribute to the growth of consensus among the staff, faculty, administration, and students. In my opinion, curriculum is a planning of purpose, content, the material of lesson that will guide teachers in teaching and learning process in order the objective is successful.

Curriculum is a historical accident—it has not been deliberately developed to accomplish a clear set of purposes. Rather, it has evolved as a response to the increasing complexity of educational decision making. Curriculum can also be seen as a means of achieving specific educational goals and objectives (Su, 2012). Lunenburg (2011) also defines curriculum as content, as learning experiences, as behavioral objectives, as a plan for instruction, and as a nontechnical approach. Therefore, Curriculum is the standard competencies that made by the government in planning the material for teaching and learning process to make it equal from every school.

Madya (2007) explains the EFL curriculum design should be developed based on solid foundations. As part of the education programs, EFL should be conducted in the spirit of implementing the 2003 Education Act. A number of provisions in this Act are relevant to be referred to here. First, EFL should be implemented in reference to the principles of providing education stated in Article 4 of the 2003 Education Act of which the English version is quoted below:

- (1) Education is conducted democratically, equally and nondiscriminatorily based on human rights, religious values, cultural values, and national pluralism.
- (2) Education is conducted as a systemic unit with an open system and multi-meanings.
- (3) Education is conducted as a life-long process of inculcating cultural values and for the empowerment of learners.
- (4) Education is conducted based on the principles of modeling, motivation, and creativity in the process of learning.

(5) Education is conducted by developing culture for reading and writing, and arithmetic, for all members of community.

(6) Education is conducted by empowering all components of the community through their participation in the implementation and quality control of the education services.

Secondly, EFL should ensure, as has been touched upon previously, that Every learner in an educational unit is entitled to obtain education services in accordance with his/her talent, interest, and ability (Article 12, The 2003 Education Act). In this case, learners with special needs due to their limited ability should also be catered for; so should those with exceptionally high ability. This can be achieved by implementing a curriculum with levels of standards. Thirdly, the curriculum at all educational levels and types of education should be developed according to principles of diversifications, adjusted to the units of education, local and learners potentials (the 2003 Education Act, Article 36). This implies a possibility of having a curriculum with different levels of standards considering that districts and learners vary in potentials. It can then be said that a school English curriculum can be developed to fulfill the students learning needs.

The Development of English Curriculum in Indonesia

There are some curriculums ever and being implemented in the education system in Indonesia. The first is curriculum 1947 or planning of teaching. In this time, the curriculum is still influenced by Dutch colonial education system and Japan. Curriculum 1947 Plan, prioritize education lessons nature, state and community awareness, the subject matter associated with daily events, attention to the arts and physical education. The second is curriculum 1952. This curriculum has led to a national education system, more details and syllabus subjects is obvious. The most prominent characteristic feature of the curriculum and at the same time 1952 is that each lesson plan must consider the content associated with everyday life. The third is curriculum 1964 or basic education planning. This curriculum focus on the learning centered on programs Pancawardhana (Hamalik, 2004) namely the development of moral, intellectual, emotional / artistic, craft, and physical. The fourth is curriculum 1968. The aim of this curriculum that education is emphasized in an effort to establish Pancasila true man, strong, and healthy physical, enhance intelligence and physical skills, morals, manners, and religious beliefs. The

contents of education are focused on enhancing the intelligence and skills, and developing a healthy and strong physically.

The fifth is curriculum 1975 emphasizes the goal, making education more efficient and effective. Curriculum 1975 is focused on math lessons, Pancasila and citizenship. The sixth is curriculum 1984. There are characteristics of curriculum 1984 : a) Oriented to the instructional goals. Based on the view that the students learn in school is very limited, and then learning in the classroom must be functional and effective. Therefore, before choosing or setting of teaching materials, which must first be defined is what the goal should be achieved by students. b) The approach of teaching is based on students with student's active learning system (Cara Belajar Siswa Aktif, CBSA). CBSA is a teaching approach that provides the opportunity for students to actively engage the physical, mental, intellectual, emotional, and with hope that students get the maximum learning experience, both in cognitive, affective, and psychomotor. c) The lesson material is packed using spiral approach. Spiral is the approach used in the packaging of teaching materials based on the width and depth of learning materials. The higher class and school levels, the more knowledgeable in the materials and lessons provided. d) Providing concept of science before exercises. Concepts must be based on the understanding, then after training given to understand. To support the understanding, tools used to help students understand the concept. e) The material is given based on the level of maturity or readiness of students. f) Using the skills of the process. Skills in the process of learning are the approach that emphasizes how to acquire knowledge and communicate results. This approach should be done with effective to achieve the goal lessons. Lie (2007) states in terms of the classroom methodology, there was not any significant change from that used in the two previous curricula--the grammar-translation and audio-lingual approaches. Teachers taught students discreet skills of the language and geared them toward the test.

The seventh is curriculum 1994. This curriculum emphasized the theory of learning and less attention to the content of lessons. In Law No.2 of 1989 on National Education System stated that national education is an education that is rooted in the culture of nation based on Pancasila and the Constitution of 1945. Therefore, special education curriculum should be aimed at establishing Indonesian citizens living based on Pancasila and the 1945 Constitution. As the implementation of Law No.2 of 1989, in 1991 also the legalization of Government Regulation No. 72 of Exceptional Education. Education is expected to function to prepare the graduation be

able to cope with the disorder and the bears were able to develop skills in the world of work or further follow education. Both of these regulations to be a strong legal basis for updating the curriculum have been used since 1984.

The major goals of the Indonesian government as regards English teaching in high schools are listed in the first four sections of the Introduction of Curriculum 1994. They include the development of cultural and technical knowledge in our students, good relations with other countries, good citizen-ship as well as the ability to use all four macro-skills and know the vocabulary and grammar as listed in the curriculum.

In the curriculum 1984, the learning process emphasizes the theory of learning and less attention to the content of lessons. Curriculum 1994 created as the completion of curriculum 1984 and accordance implemented with the Law no. 2 in 1989 about National Education System. This change takes effect on the system of learning time, that is the change of the semester to the quarter system. During the curriculum 1994 implementation appear some problems, mainly as a result of the tendency to approach content oriented, for example student load is too heavy because the number of subjects and substance of each of the subjects is too much.

The eight is Competency-Based Curriculum - Curriculum 2004. Lengkanawati (2005) explains curriculum 2004 meant to answer the criticism of the previous English Curricula used in Indonesia which have been claimed by some as failure to make Indonesian students ready in competing with those from other nations. Incompetency based curriculum, the main goal of learning is the ability of students as a whole. Learning success is not measured by the thoroughness of the material, but in thoroughness students, marked by changes of doing (performance). Learning is not only directed to know(to know), but also on the application of knowledge in real life(to do), to establish identity(to be), and forming attitudes that harmonious life together(to live together). Learning takes place in stages(developmental) by placing the student as a potential that can be developed. Teachers is no longer considered as the only source of learning, but is expected to put themselves as facilitators so that students can take advantage of a variety of learning resources. Learning progress is measured with an authentic approach(authentic assessment)through the model portfolio.

Competency-Based Curriculum have characteristics as follows:

- a. Emphasis on student competency achievement both individual and classical.
- b. Results-oriented learning (learning Outcomes) and diversity.

- c. It is in learning to use the approach and methods vary.
- d. Source of learning not only teachers, but also other sources of learning that meet the educational elements.
- e. Emphasis on the assessment process and results of study in an effort to control or achievement of a competency. (Puskurbuk, 2013).

The ninth is curriculum KTSP. KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum (SBC) is an operational curriculum that is designed and implemented at each educational institution (school). Based on the Minister of National Education Regulation (Permendiknas) number 24 year 2006, there are a number of components covered in School-Based Curriculum (KTSP), such as: (1) the objectives of education institution; (2) the structure and content of School-Based Curriculum (KTSP); and (3) academic calendar.

Hartoyo (2011) cites that basically the 2006 curriculum (KTSP) is developed from standard of content by schools based on their context and potentiality. Thus, each school has a different way in performing KTSP. The KTSP of one school should not be the same as other schools even if it has the same study program because each school has different characteristics. Although KTSP varies between one and other schools, government gives some regulations stated in Governmental Regulation (PP) No.19, 2005 concerning National Standard of Education (SNP) on May 16, 2005 such as standard of content and standard of competence of graduate. He further explains that English as stated in standard of content (PERMENDIKNAS No.22, 2006) is learned at elementary two hours in a week (as local content [MULOK] for classes IV, V, and VI), at junior and senior high schools four hours in a week except for language program in SMA-five hours in a week.

Based on the research conducted by Directorate General of Teacher Quality Improvement (Dirjen PMPTK), Ministry of National Education on the School-Based Curriculum (KTSP) implementation in schools in Central Java year 2010, it was found that there were a number of obstacles in the implementation of KTSP. They are : (1) the insufficient number of media and instructional aids to support the implementation of KTSP; (2) teachers do not sufficiently and thoroughly understand KTSP; (3) insufficient numbers of workshops, guidance, and reference in developing KTSP; (4) insufficient time allocation and students' study load; (5) too many variations of materials given by trainers in KTSP training; (6) training for teachers in rural areas

need to be intensified (Hartoyo, 2011). Curriculum KTSP basic competence only consisted of knowledge and skills. Four English skills i.e. listening, speaking, reading, and writing, clearly stated on the core competence of curriculum KTSP

The last is curriculum 2013. Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. Suharli (2013) stated that there is no desire to impose curriculum in 2013, as well as to meet the ever changing times advanced and sophisticated. The new curriculum is expected to improve the quality of learners in Indonesia and is able to be one of the solutions to the moral problems among students. In curriculum 2013 not only cognitive aspects but also affective and psychomotor aspects will become the means of assessment. Brown (2004) stated that testing and assessing are not synonymous. Attitude or affective factor can be assessed by teacher. Ideal education creates not only good intellectual, but also in terms of affective and make students able to work and become a creator. According to Gagne et.al (2005), courses and lessons are not always aimed only at developing intellectual skills or cognitive strategies but also at developing attitudes and motor skills aspect. In curriculum 2013 the teacher will not only asses the output but also asses the process of learning. Attitude will be assessed in the learning process. In curriculum 2013 basic competence consists of attitudes, knowledge, and skills are rooted in the core competencies that must be mastered learners.

Conclusion

Curriculum is a guide for teachers in teaching learning process in order achieve the objective. Last but not least, from some curriculum have ever been and always changing from time to time. It does not mean that last curriculum was bad, moreover it changed to make it better and better for the future, in order the students can also get the best result of learning than before.

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Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan penuh rasa tanggung jawab dan melaporkan hasil kegiatan tersebut.

Palembang, Juni 2021

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