

## Timeline of Curriculum Policy in Indonesia

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### ABSTRACT

#### HISTORY

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*Purpose of the study: To form the curriculum policy timeline in Indonesia that is essential in understanding and analyzing education development in Indonesia Methodology: This study uses the library research method, taking from various sources, textbooks, and other scientific papers. Main Findings: The Indonesian curriculum policy has undergone 14 changes, summarized in 4 periods, namely 1) the independence period and the old order, 2) the new order period, 3) the reform period, and 4) the covid-19 pandemic period. Novelty/ Originality of this study: So that interested parties in education can have a foothold to develop, evaluate and forecast the curriculum. In addition, Education implementers can have an open paradigm in developing curricula so that the curriculum does have to change. As the faster human civilization develops, the educational curriculum will often change.*



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## ABSTRAK

### Kata Kunci:

*Kebijakan Pendidikan,  
Kebijakan Kurikulum,  
Linimasa,  
Manajemen Kurikulum,  
Transformasi Kurikulum.*

Penelitian ini bertujuan untuk menyusun lini masa dan membahas kebijakan kurikulum yang pernah ada di Indonesia sebagai langkah penting dalam memahami dan menganalisa perkembangan pendidikan di Indonesia. Penelitian ini menggunakan metode studi literatur, berdasarkan referensi dari sumber-sumber yang berkaitan dengan tema penelitian berjumlah 55 sumber rujukan. Hasil menunjukkan kebijakan kurikulum Indonesia telah mengalami 14 kali perubahan dan terangkum dalam 4 masa yaitu 1) Masa kemerdekaan dan orde lama, 2) Masa orde baru, 3) Masa reformasi dan 4) Masa pandemi covid-19. Dengan terbentuknya lini masa kebijakan kurikulum ini diharapkan pemegang kebijakan pendidikan dan guru sebagai ujung tombak pengembang kurikulum dapat memiliki *Chronological thinking Skill* yang penting dalam mengembangkan, mengevaluasi dan meramalkan kurikulum. Selain itu para pelaksana pendidikan dapat memiliki paradigma terbuka dalam mengelola kurikulum. Bahwa kurikulum memang harus berubah, semakin cepat perkembangan peradaban manusia, maka kurikulum pendidikan juga akan sering berubah. Tujuannya adalah output pendidikan berupa Sumber Daya Manusia yang berkualitas, berkarakter dan berdayaguna di setiap masanya untuk kepentingan Bangsa dan negara.

## INTRODUCTION

The design of a country's curriculum determines the quality of education. Curriculum design is comprised of several stages, beginning with curriculum planning. The development of student potential in accordance with the fulfillment of 21st century competencies, such as critical thinking, creativity, communicating, and collaborating, is referred to as the planning orientation (Carnevale, 2013; Fantini et al., 2010; Lambrechts et al., 2018).

The learning process that students experience both inside and outside of school is guided by the curriculum. Evaluation activities to determine whether students already possess the expected qualities are also adjusted to what is listed in the curriculum. Without a clear curriculum, educational life in a school becomes aimless and ineffective in developing the potential of quality students and Indonesian golden generation (Samadhinata, 2022).

Curriculum development necessitates an understanding of the situation and conditions, as well as the various interests prevalent at the time (B. Setiawan & Suwandi, 2022). There is a saying that the curriculum is a political or ministerial product. When a minister changes, the curriculum changes, and curriculum documents frequently become

documents that are neatly stored in schools because they do not accommodate local situations and conditions for curriculum designs to be well-socialized (Tronsmo & Nerland, 2018). The implementation prospect is based on the obstacles and challenges in each region so that the design of educational life in the curriculum can be carried out in harmony and educational goals can be met.

The curriculum is dynamic because it is always evolving in response to the changing conditions in society. Curriculum development is a responsive step in life that is still evolving regarding science and technology, sociocultural issues, and government politics (Sujarwoto, 2012). Therefore some curricula become obsolete and are replaced by new curricula that have been perfected (Arifin, 2020).

The national curriculum's implementation was bolstered by a legal foundation in the form of government policies at the time. As a result, curriculum policies are constantly shifting from the past to the present. The curriculum's frequent changes in a short period have prompted complaints from educational institutions and teachers (Gulikers et al., 2018). After completing one curriculum and implementing it, a new curriculum is published and must be studied again. This must be analysed as an experience and a lesson in curriculum policy development.

The curriculum history is a journey of past curriculum implementation that can be used as an experience and lesson in thinking about the development and preparation of current and future curriculum. To avoid misunderstandings in its implementation, for example, the strategy of socializing curriculum design to teachers and educational institutions is effective and efficient (Persky et al., 2019).

Examining the history of the curriculum is essential for the implementation and development of the curriculum, particularly for those currently being implemented. Understanding the past requires factual and sufficient information. The presentation of a lengthy and descriptive history frequently causes comprehension difficulties and boredom. Using a timeline, historical events can be presented more concisely and practically alongside pertinent facts. A timeline or timeline is a sequential representation of an event in a long line that enables readers with Chronological Thinking Skills to see and understand these events quickly (Mulyawan, 2020; Ofianto et al., 2022). Along with the development of science and technology, an infographic can depict a timeline or timeline. Combining images and text to convey information makes the presentation more appealing and aesthetic (Fragou & Papadopoulou, 2020).

Since Indonesia's independence until the present, the curriculum policy timeline presented here depicts the evolution of Indonesia's curriculum and the underlying government policies. This data can be used as a resource and practical asset in curriculum analysis, evaluation, and forecasting activities. The curriculum in Indonesia was also developed in response to the conditions of society, nation, and state, but all have the same foundation: Pancasila and the Constitution of 1945. (Siswoyo, 2013). According to the

policies in effect at the time, the main points of the national education goals and implementation strategies contain distinct elements.

There are studies on educational curriculum policy regulations in several nations, such as Japan, which revises its curriculum every ten years (Harada, 2018). This consistency is one of the reasons why the implementation and development of education in Japan is more focused. In the meantime, Molapo describe how the politicization of the curriculum in South Africa divides education into two camps: the government and teacher unions (Molapo & Pillay, 2018). As a result of their lack of involvement in curriculum planning and socialization, teachers face numerous obstacles in the school's educational process.

Studies on the journey of curriculum policy in Indonesia can be found in numerous research journals, such as Alhamuddin, Istanti dan Ritonga but those presented as timelines and infographics are unfamiliar to us and have not been studied. Some have compiled it according to the most recent curriculum, specifically the prototype curriculum/independence curriculum (Alhamuddin, 2014; Istanti Janu, 2019; Ritonga, 2018). The researcher aims to make it easier for education actors and the public to comprehend the chronology of curriculum policy developments in Indonesia. It is hoped that the development of the curriculum, the underlying context, and the policies in effect at the time will provide education actors with a sufficient and solution-based rationale for addressing current educational problems. In addition, parties with an interest in education can develop the appropriate curriculum concept for future implementation.

## **METHODS**

The Library Research method was used for this qualitative study. This method focuses on a specific topic and then provides an overview of its evolution. Based on textbooks and supporting research articles, the author presents the topic in the form of infographic timelines and interpretations. The subject at hand is curriculum policy in Indonesia.

This qualitative research employs three stages of activity: collection, evaluation, and analysis (Cahyono et al., 2019). Data collection, specifically data collection from books and research journals on the <https://scholar.google.com> portal relating to Indonesian curriculum policies. The following step is evaluation, which involves determining the suitability of the data obtained with the questions and research objectives. Books and research journals published in the last five years, from 2014 to 2022, must include descriptions of curriculum policies in Indonesia. Obtained three e-books, seven research journals, and two documents from the Ministry of Education and Culture's website, which served as the primary sources. Finally, Analysis is to examine the data obtained in accordance with the research objectives in detail and clearly, then represent them in the form of a timeline infographic with a brief description.



RESULT AND DISCUSSION

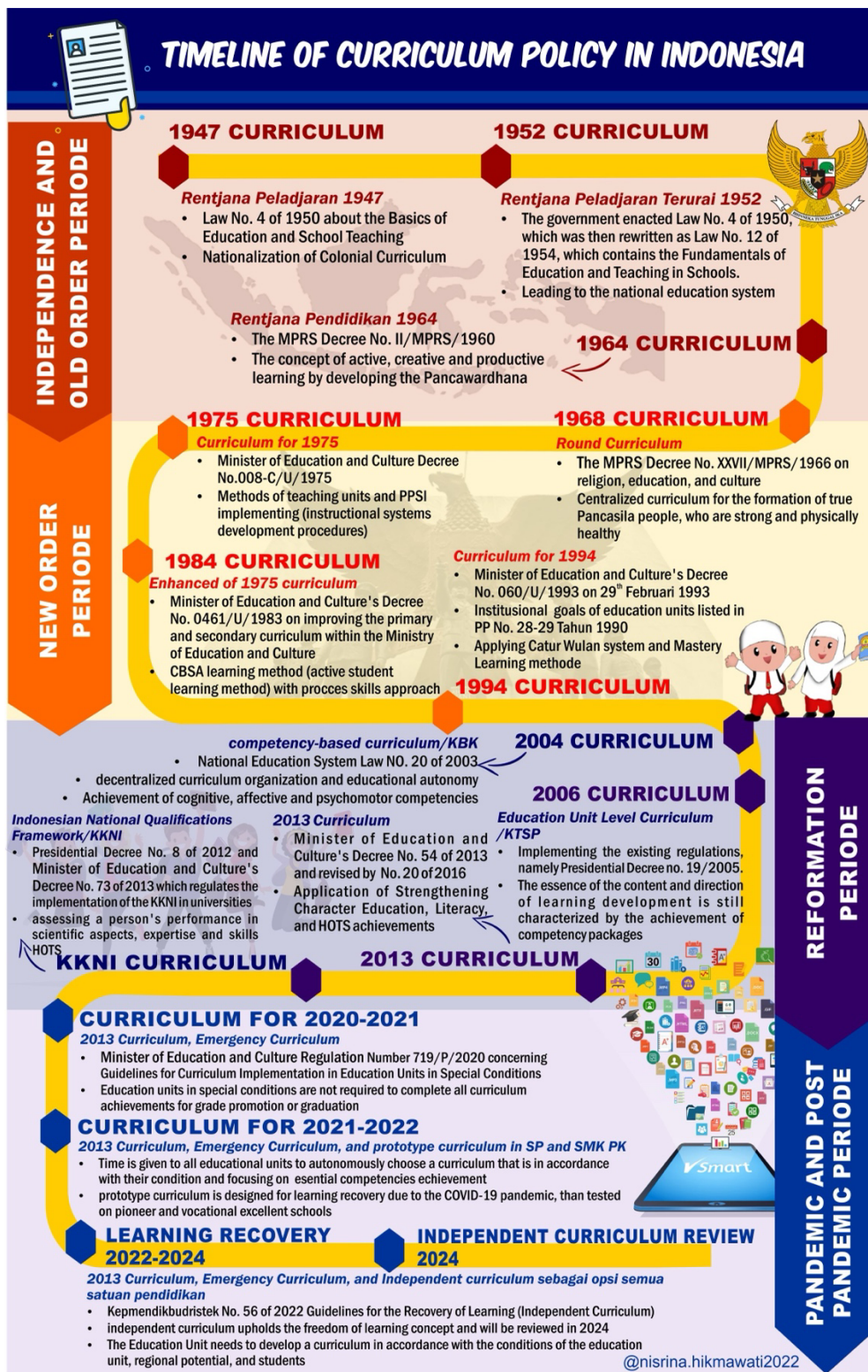


Figure 1: Timeline of Curriculum Policy in Indonesia

## Curriculum Policy Timeline

Curriculum policy embodies Indonesia's national educational objectives. As a result, from the early days of independence to the present, the overall curriculum policy has been based on Pancasila and the 1945 Constitution, which contains the global goals of the Indonesian education (Insani, 2019; Silalahi & Yuwono, 2020). However, as time passes and governments change, the goals of Indonesian national education have their unique characteristics and main points of interest to be achieved in each phase of government. The discussion focuses on three areas: formal legal aspects, operational aspects, and philosophical aspects of the foundation for curriculum implementation.

The author divides the timeline into four events in this manuscript:

- (1) Curriculum Policy Period for Independence and Old Order
- (2) Curriculum Policy Period of New Order
- (3) Reform Period Curriculum Policy Period
- (4) Covid-19 Pandemic and Post-Covid-19 Pandemic Curriculum Policy Period

This division is intended to simplify the discussion so that readers can more easily map each period of curriculum policy.

## Timeline of Independence and Old Order Curriculum Policy

Following independence and the end of the old order, Indonesia implemented three curricula: the 1947 curriculum, the 1952 curriculum, and the 1964 curriculum.

### *a. Curriculum for 1947*

In 1947, the first national curriculum was developed. This curriculum is known as the 1947 Lesson Plan curriculum, and it retains the colonial curriculum but with a nationalist bent. In 1945-1949, the goal of education was to create true citizens capable of mobilizing their energy and thoughts to defend and defend independence. There was still a physical struggle to maintain independence currently. Following that, in December 1949, RI has renamed the United States of Indonesia (RIS). Law No. 4 of 1950 was in effect at the time.

The Basics of Education and School Teaching are covered in UU No. 4 from 1950. The original purpose of education was to maintain independence. Still, it has evolved into an orientation to fill independence, namely, to form virtuous and skilled human beings and democratic citizens who are responsible for the welfare of society and the state. According to history, the 1947 curriculum was not implemented until 1950.

The 1947 Lesson Plan curriculum may have reduced intellectual education, but this curriculum focuses on improving character or behaviour education, including state and community awareness; subject matter is linked to everyday events; and attention to the arts and physical education (Wirianto, 2014).

Curriculum learning materials are related to daily events, political situations, and the turmoil of the revolutionary war, resulting in students' reading materials focusing solely on the arts and physical education (Handelzalts, 2019). Others include Indonesian books, regional books, counting books, science books, biology books, earth science books, history books, drawing, sound arts, writing, crafts, women, and so on. Because the political situation was still volatile at the time, students learned a lot about chastity and health, character education, and etiquette education so they could have noble characters (Devi Wahyu Ertanti et al., 2022).

The 1947 Learning Plan's teaching program structure consists of 16 subjects, three of which are notes (a) regional languages (Javanese, Sundanese, and Madurese) are taught to students in the area; (b) daughters' work for females and (3) religious education for children of the religion in question (Insani, 2019). This curriculum's assessment system does not yet include a rating scale. This was because they were still following the Dutch curriculum at the time. The scoring system used that year was only known from the event and daily life literature.

#### *b. Curriculum for 1952*

The government implemented the 1952 curriculum after two years. The main feature of the 1952 curriculum format is that it connects the content of lessons with everyday events, which is listed in each lesson plan. The name is The Unravelling Lesson Plan because the government breaks down the subject units to be more extensive. This has been modified to emphasize the importance of students' knowledge needs (Ritonga, 2018).

The goals of national education remain the same as in the previous period. The government enacted Law No. 4 of 1950, which was then rewritten as Law No. 12 of 1954, which contains the Fundamentals of Education and Teaching in Schools. It explains that the emphasis of education and teaching goals is on the lower levels of education. This educational curriculum is found in Chapter II, Article 3. It aims to strengthen children's fundamental knowledge, prepare their skills and dexterity, equip them physically and mentally, and develop their talents and preferences (Simorangkir, 2013).

The assessment system based on the 1952 curriculum is nearly identical to the 1947 curriculum, with daily tests, quarterly general exams, and final exams. Quarterly and general examinations determine whether a student advances or remains in class. If a student fails to achieve a minimum score of 6 on the quarterly general test, he or she will be required to take a remedial test (Wahyuni, 2015).

#### *c. Curriculum for 1964*

The government improved the curriculum by implementing the 1964 Education Plan Curriculum in 1964. Manipol and Usdek became the legal foundation for this curriculum, while Pancasila served as the foundation for national education. "Manipol" refers to the

Political Manifesto, while "Usdek" refers to the 1945 Constitution, Indonesian Socialism, Guided Democracy, Guided Economy, and Indonesian Personality with the Nasakom (National, Religion, Communist) axis. These two factors become auxiliary forces in carrying out and realizing the goals of the national revolution (Ritonga, 2018).

The MPRS Decree No. 1964 lays the groundwork for the 1964 curriculum. II/MPRS/1960. Education aims to shape Indonesians who adhere to Pancasila into true Pancasila as the provisions outlined in the preamble to the 1945 Constitution and its contents. The 1964 curriculum emphasizes the government's efforts to provide people with academic knowledge at the elementary level, centered on the Pancawardhana program, namely moral, intellectual, emotional/artistic, personality, and physical development.

### **New Order Curriculum Policy Timeline**

There were four curriculum changes currently: the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, and the 1994 curriculum. The 1984 curriculum was the longest in this period, lasting ten years (Muhammedi, 2016).

#### *a. Curriculum for 1968*

The new order's first curriculum policy was to reform the 1964 curriculum to the 1968 curriculum. The Panchawardhana education curriculum has been simplified into three components: Pancasila spirit cultivation, basic knowledge, and special skills. The 1968 Curriculum Policy is a form of implementation and a shift in the orientation of the 1945 Constitution's implementation purely and consistently.

MPRS TAP No. The legal basis for implementing the 1968 curriculum is Resolution XXVII/MPRS/1966 on religion, education, and culture. According to article 3, the purpose of education is to form true Pancasila people based on the Preamble to the 1945 Constitution and its contents. Furthermore, Article 4 states that education content includes coaching and development in several areas, including (1) mental-capital-characteristic and religious development, (2) intellectual and skill development, and (3) health and physical strength.

The subject matter in the 1968 curriculum is organized into Pancasila coaching groups, basic knowledge, and special skills. Subjects are divided into nine major categories based on their theoretical content rather than their relevance to field problems. This curriculum focuses on what materials should be given to students at every level of education, where the content of education is directed at activities to enhance students' intelligence and skills, as well as develop a healthy and strong physique.

#### *b. Curriculum for 1975*

The emphasis of the 1975 Curriculum objectives is on educational effectiveness and efficiency. This curriculum was created using a popular management concept at the time, MBO (management by objective). In the Instructional System Development Procedure, the



description of teaching objectives, methods, and materials becomes more detailed (PPSI). The lesson plan for each discussion unit is then referred to as a "lesson unit."

The 1975 curriculum, also known as the Elementary School Curriculum, went into effect following the issuance of Minister of Education and Culture Decree No. 008-C/U/197. The decision included curriculum provisions and guidelines such as Institutional Objectives, Curriculum Program Structure, and Teaching Program Outlines (GBPP). The assessment system in this curriculum is a teacher assessment given at the end of each lesson or the end of a specific material/lesson unit. This is the distinction between the 1975 curriculum and the previous curriculum, which only provided assessments at the end of the semester or year.

*c. Curriculum for 1984*

The government evaluated and improved the 1975 curriculum in 1984. This curriculum renewal and development was brought about by the advancement of science and technology, which gave birth to the 1984 curriculum, also known as the enhanced 1975 curriculum. This is stated in the 1983 GBHN and the Minister of Education and Culture's Decree No. 0461/U/1983 on improving the primary and secondary curriculum within the Ministry of Education and Culture.

The CBSA, or active student learning method, is used in the 1984 curriculum as a student-oriented learning approach. Students are positioned as study subjects in this CBSA and participate in activities such as observation, grouping, discussion, and reporting. The subject matter is delivered in a spiral concept, with students receiving deeper and broader subject matter as their grade or level increases.

*d. Curriculum for 1994*

Ten years later, by Law No. 2 of 1989 on the National Education System, the 1994 curriculum was developed as an evolution of the 1984 curriculum. The 1994 curriculum emphasizes active learning and a process skills approach (Labsos, 2017). PP No. 28 of 1990 contains the institutional goals of primary and secondary education units, while PP No. 29 of 1990 contains the institutional goals of high school units. The 1994 curriculum was then implemented by Minister of Education and Culture Decision No. 060/U/1993 dated February 23, 1993. The Catur Wulan system and the Mastery Learning method are used in this curriculum, and the focus of learning is on students' cognitive abilities (W. Setiawan & Sari, 2019).

The 1994 curriculum received a lot of criticism during its implementation because it was considered a very dense curriculum that burdened students. The material content is also deemed too difficult and out of step with students' developmental levels. As a result, the government improved the 1994 curriculum by enacting a "supplement to the 1994 curriculum," in which changes were made to the content of the material based on the level of development of students.

No	Advantages	Deficiency
1	Using the Quarterly system to provide children with more opportunities to learn and comprehend the material.	The Quarterly System lengthens school and reduces school holidays.
2	The existence of MULOK as an introduction and preservation of local culture	It is the cause of additional subject accumulation and vacancies in learning hours, as well as deviations in the use of time that are not useful.
3	Existence of the Ppkn program (formerly PMP) to produce Pancasila-filled individuals.	The subject matter is excessive, and many subjects are combined in one subject, causing teachers and students to struggle when learning.
4	At SMK, the existence of a PSG (dual system education) program facilitates employment entry.	Learning time is excessive and consumes students' break time.
5	Centralized core competencies in which all government educational materials facilitate state supervision and control of education (more systematic and detectable)	PSG is regarded as difficult and exhausting, and there is frequently a mismatch between the skills education taught and the needs of the institution.
6	Using the PKP (process skills approach) improves student skills, and the CBSA (active student learning) learning model allows students to explore a wider range of material and serves as a learning center.	The lack of freedom to adapt educational programs to existing social situations and conditions, as well as remote schools that make it difficult to follow centralized core competencies, causes learning to stagnate, and there is no autonomy to manage schools individually.

Table 1. Strengths and Weaknesses of the 1994 Curriculum

Source: (Devi Wahyu Ertanti et al., 2022; Hadi, 2022)

## **Curriculum Reform Policy Timeline**

During the reformation period, Indonesia made 3 curriculum changes and compiled 1 university curriculum. 2004 curriculum, 2006 curriculum, 2013 curriculum and KKNI (Indonesian National Qualifications Framework).

### **a. Curriculum for 2004**

The 2004 curriculum is called the Competency-Based Curriculum (KBK). This competency-based education design includes three main elements, namely determining the suitability of competencies, formulating specific indicators used in evaluating competency achievement, and developing learning.

The focus of this KBK is on mastering students' individual and classical skills, learning outcomes and diversity orientation. The approaches and methods used in learning activities also vary, the teacher is not the main learning source, but students can look for other learning resources that contain educational value (Janu Istanti, 2019).

The Reformation laid out several demands, including Law NO. 2 of 1999 concerning Regional Government, Law no. 25 of 2000 concerning the Authority of the government and the province as an autonomous region, and TAP MPR No. IV/MPR/1999 concerning the direction of the National Education policy. This is the background for the emergence of the KBK as well as the answer to the demands for reform.

National education goals based on Law no. 20 of 2003 SISDIKNAS is to support the development of students' potential to become democratic and responsible citizens who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, and independent. KBK implements a decentralized and autonomous education system. The learning process emphasizes the achievement of cognitive, affective and psychomotor competencies (Alhamuddin, 2019).

### **b. Curriculum for 2006**

The implementation of educational autonomy and decentralization was further strengthened by the preparation of the 2006 Curriculum or KTSP (Education Unit Level Curriculum). In the KTSP curriculum, the central government determines competency standards (SK) and basic competencies (KD) (Satori, 2006). Furthermore, teachers must be able to carry out their own development of the syllabus and evaluation process according to conditions in their respective schools and regions. The results of the development carried out by the teacher cover all subjects, then compiled into a learning device (Sanjaya, 2008). This is regulated in Ministerial Regulation No. 24 of 2006 which regulates the implementation of Ministerial Regulation No. 22 of 1966 concerning

graduation standards. Basically the 2006 and 2004 curricula are not much different, the most prominent is the authority in its preparation which refers to decentralization.

Table 2. Strengths and Weaknesses of the 2006 Curriculum

Advantages	Weakness
Encouraging the realization of school autonomy in educational implementation	Most schools lack human resources capable of describing the KTSP.
KTSP allows each school to focus on and develop specific subjects to meet the needs of students.	Inadequate availability of supporting facilities and infrastructure to supplement KTSP implementation.
Encouraging teachers, principals, and school administrators to be more creative in the implementation of educational programs	Many teachers continue to lack a thorough understanding of the KTSP, both conceptually and in terms of preparation and field practice.
KTSP will reduce the student learning load which is very dense and burdensome by approximately 20%	The implementation of the KTSP's recommendation to reduce lesson hours will have an impact on teacher income.

Source: (Devi Wahyu Ertanti et al., 2022; Insani, 2019)

### c. Curriculum for 2013

The 2013 curriculum is intended to be a preventive measure in the field of education to face the future. The emphasis is on encouraging students to notice, question, discuss, and communicate (publish) what they have learned from the learning material. Natural, social, artistic, and cultural phenomena are highlighted as learning themes in the design and improvement of the 2013 curriculum. Students will develop better attitudes, skills, and knowledge through this approach. According to the policies outlined in Permendikbud No. 54 of 2013. There were several changes in the 2013 curriculum due to the evaluation results, such as the SKL component, which was reorganized and revised in Permendikbud No. 20 of 2016.

Learning in the revised 2013 curriculum is directed at implementing four important points, namely: 1) Strengthening Character Education/KDP, 2) Literacy, 3) Creative, Critical Thinking, Communication, and Collaboration/4C, and 4) High Order Thinking

Skill/HOTS, to form Indonesian people who are ready to face the progress of the times while maintaining a strong character (Ramadhan & Ramdani, 2014).

Several factors form the basis for developing the 2013 Curriculum, namely: First, future challenges include globalization, environmental issues, advances in information technology, the convergence of science and technology and the economy, the proliferation of creative and cultural industries, changes in world economic power, quality, and investment; Second, future skills include communication skills, clear and critical thinking skills, the ability to think creatively and critically, and the ability to think creatively and critically (Salabi, 2020).

Because it covers and perfects all psychomotor, cognitive, and affective aspects, the 2013 curriculum is considered superior to the KTSP. However, from the perspective of subject unit management, KTSP is simpler because each subject does not become a single theme, allowing teachers to be better prepared with in-depth material (Armansyah & Prasetyo, 2020).

#### d. Curriculum of KKNi

In terms of the National Education System, National Vocational Education System, and Indonesia's National Equality Assessment System, the KKNi (Indonesian National Qualifications Framework) embodies the quality and identity of the Indonesian nation. Indonesian workers with these qualifications are expected to contribute and deliver high-quality work in their field. The KKNi is governed by Presidential Decree No. 8 of the Republic of Indonesia of 2012 (Khairiah, 2015).

The IQF is a guideline and foundation for the four stakeholders to follow to improve skill levels (Fathoni, 2015). First, formal education institutions can use the IQF as a reference in planning Indonesia's higher education learning system, allowing them to properly categorize graduates' skills into one of the IQF qualification levels, allowing them to advance their careers in the workplace and evaluate equivalence with career paths. Second, university graduates, trade associations, and the public can use the IQF to assess job seekers' qualifications, place them on a career path, and provide appropriate rewards. Third, there are professional associations that have professional levels based on their qualifications. Fourth, the IQF recognizes stakeholders from the larger community as having a certain skill level. This is due to having self-taught experience at a certain level that matches the skill description.

KKNi offers nine levels of qualification, with level 1 qualification being the lowest and level 9 qualification being the highest. Levels 1–9 are determined based on a comprehensive mapping of Indonesia's working conditions in terms of labor producers (supply push) and users (demand pull). The descriptions for each level of expertise are also adjusted to reflect the overall state of the country, including the advancement of science, technology, and the arts, as well as the advancement of industry, agriculture, and



other sectors that support the economy and prosperity. of its people, health, law, and so on, as well as national identity, which is reflected in Bhineka Tunggal Ika, namely the diversity of religion, ethnicity, culture, language, and art as the Indonesian nation's hallmark (Narmoatmojo et al., 2020).

### **Pandemic Curriculum Policy Timeline**

Covid-19 has brought about significant changes in the educational world. Managers of educational institutions must be technologically adaptable and innovative (Prasetyo & Ilham, 2022). Improvements concentrated on aspects of learning and teacher competence. The policy of independent learning has impacted the curriculum, and the 2013 curriculum is considered less accommodating of the needs of the industrial era 4.0. Classroom learning concepts such as the thematic and scientific need to be revisited in this case of technological innovation and optimization (Carrillo & Flores, 2020; Mustajab et al., 2020).

Through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020, the government has compiled guidelines for implementing the curriculum under special conditions. Under certain conditions, educational institutions may implement a curriculum based on student learning needs (Kemdikbud, 2020). Using the curriculum in special circumstances implies that the education unit can tailor the curriculum to the learning needs of its students (Firdaus et al., 2022).

In the special circumstances of this pandemic era, education units have three options for learning implementation: applying the National Curriculum, specifically the 2013 curriculum; implementing the emergency curriculum during the pandemic; or implementing curriculum streamlining independently (Kumar et al., 2020). The three curriculum options are available to students at all levels of education with special needs.

### **Curriculum for Emergencies**

To make things easier, the Emergency Curriculum is a simplified version of the 2013 curriculum. This curriculum eliminates the fundamental competencies of each subject to focus on achieving the important competencies and prerequisites required for further study at the next level. The Ministry of Education and Culture has issued Decree of the Head of the Research and Development Agency and Books Number 018/H/KR/2020 concerning the KI-KD Curriculum 2013 at the PAUD, Dikdas, and Dikmen levels in the form of High Schools for Special Conditions for more detailed arrangements.

Supportive policies will also assist with learning difficulties during the pandemic. As the Covid-19 emergency progresses, changes are made in learning to ensure that it remains full of values that are not burdensome and that improve the character of teachers and students (García Lirios, 2021). For example, SE Number 2 of 2020 of the Ministry of Education and Culture concerning Covid-19 Prevention and Control and SE Number 3 of 2020 concerning Covid-19 Prevention in Education Units. Furthermore, the suspension of

the national examination (UN) based on Circular No. 4 of 2020 for the implementation of education policies in the emergency period due to coronavirus disease (due to the spread of Covid-19), including the implementation of customized school exams, the introduction of non-face-to-face or distance learning (PJJ), and online student registration (Barrett & Feng, 2021).

### **Curriculum/Prototype**

In addition, in 2021, the Ministry of Education and Culture will begin implementing an independent or prototype curriculum (Solehudin et al., 2022). Based on the results of assessments during the learning recovery period, the curriculum is designed for learning recovery due to the COVID-19 pandemic and student learning patterns that have changed.

The term prototype curriculum was replaced with an independent curriculum following the launch of the independent curriculum in 2022. The Merdeka Mengajar platform has also been integrated into the implementation of the independent curriculum to make it easier for teachers to teach according to students' abilities, provide training to improve competence and work to inspire colleagues (Jufriadi et al., 2022).

An independent curriculum is available to schools willing and ready to make and implement changes. As a result, time is given to all educational units to autonomously select a curriculum appropriate for their respective educational units. Of course, the implementation of an independent curriculum must consider the following factors (Bashori & Nurzakiah, 2021; Little et al., 2007; Suharno et al., 2020):

- (1) School readiness for curriculum changes.
- (2) If you have decided to implement an independent curriculum, the school has complete control over the curriculum structure.
- (3) To effect change, principals and teachers must collaborate.
- (4) Principals and teachers must be more innovative.
- (5) Teachers are expected to have a high level of independent learning, which means they are expected to be more creative. Principals and teachers must be more transformative in using learning media via an independent teaching platform.
- (6) Learning substance based on local wisdom (adjusting to the needs of the local area).
- (7) Learning helps Pancasila students maintain their character.

So, based on some of the preceding considerations, that must be the primary readiness to make changes. Essentially, each school is free to develop its curriculum until 2024, when the national curriculum for education in Indonesia will be established. However, when referring to current changes in educational transformation, the independent curriculum is one of the curriculum options that can optimize learning based on the characteristics or abilities of the school.

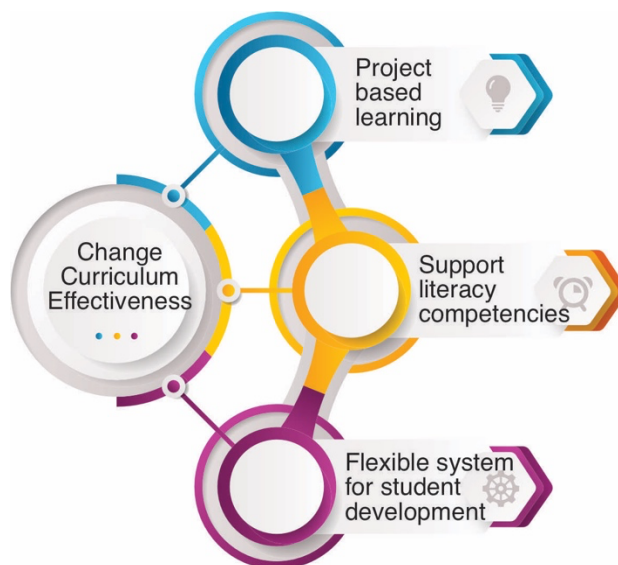


Figure 2: Change Curriculum Model

So, figure 2 describes that this curriculum is implemented only in urban schools. Because the readiness of schools to implement an independent curriculum is no longer determined by complete facilities and infrastructure but rather by which schools are willing to make positive changes.

- (1) Project Based Learning for soft skills and character development (imtaq, morality, cooperation, global diversity, independence, critical thinking, and creativity) (Baartman & de Bruijn, 2011);
- (2) Focus on important materials to provide free time are features of the prototype curriculum to support learning recovery. enough to study basic competencies such as reading literacy, writing literacy, and numeracy literacy intensively (Aniroh et al., 2020);
- (3) Flexible for teachers to organize learning tailored to students' development (teach at the appropriate level) and adjust the context as well as local content (2021). The new prototype curriculum will be implemented in 2024; however, the new curriculum will be piloted at the Driving School and the Excellence Center Vocational School beginning in 2021, with a very positive response (Husaini & Hidayat, 2019). The implementation of the Independent Curriculum is governed by Kepmendikbudristek No. 56 of 2022, which serves as general guidelines for implementing the Independent Curriculum in schools (Ali, 2015).

It certainly provides a change in the concept of excellence in the curriculum offered as one of the efforts to renew the form of the curriculum that has been launched and implemented by several units of education level. The independent curriculum, which promotes learning independence, undoubtedly has advantages over previous curricula.

The Independent Curriculum has the following advantages, First, it is more concise and comprehensive, focusing on essential material and developing student competencies in phases. Learning becomes more immersive, meaningful, relaxed, and enjoyable (Prasetyo & Salabi, 2021). Second, students are more independent; there is no specialization program in high school, so students choose subjects based on their interests, talents, and aspirations. Teacher: The teacher teaches students based on their level of achievement and development. The school has the authority to create and manage curriculum and learning based on the characteristics of the education unit and students (Akiba & LeTendre, 2017; Sihotang & Zebedeus, 2013). Third, learning through project activities provides more opportunities for students to actively explore factual issues such as the environment, health, and others to support Pancasila students' character and competence development (Mizal & Tathahira, 2022).

## CONCLUSION

There have been 14 curriculum changes and developments in Indonesia's educational journey and development. Whatever its interests, the entire process has the noble goal of carrying out the mandate of national education in Pancasila and the 1945 Constitution. Of course, each era and curriculum have advantages and disadvantages that can be used to improve education in the following era. There were four significant periods discovered: 1) the independence and old order period, 2) the new order period, 3) the reform period, and 4) the Covid-19 pandemic period and post-covid-19 pandemic. Each curriculum is supported by government policies and regulations, so the details that describe the implementation design of each curriculum can be seen.



Figure 3. Understanding the History of Curriculum Development Innovation

The findings of this study based on figure 3 presented as a historical representation of curriculum development in the form of an infographic timeline, are critical for education implementers in developing Chronological Thinking Skills and an open paradigm in curriculum development. That the curriculum must change; the faster the development of human civilization, the more frequently the education curriculum will change.

Chronological Thinking Skill will lead to innovation in curriculum design, producing educational output in the form of quality, character, and effective human resources for the benefit of the nation and state. And equipped to face the era of technological and social digitalization.

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