



The Historical Development of the National Curriculum

Surya Hidayat*

*Master of Arabic Language Education, Maulana Malik Ibrahim State Islamic University
Malang

Rani Simamora**

**Master of Arabic Language Education, Maulana Malik Ibrahim State Islamic University
Malang

Mhd Ibnu Hanan Al Faruqi***

***Master of Arabic Language Education, Maulana Malik Ibrahim State Islamic University
Malang

Miko Hidayat****

****Indonesian Language and Literature Education, University of Lampung
Bandar Lampung

Submitted: 2026-03-14

Revised: 2026-03-31

Accepted: 2026-03-31

correspondence: suryahidayat282@gmail.com

ABSTRACT

The curriculum is a fundamental component of the education system that continuously evolves in response to social and political dynamics as well as societal needs. Curriculum changes are closely related to the demands of the times and government policies in addressing various educational challenges. This study aims to examine the development of the educational curriculum in Indonesia from the post-independence period to the contemporary era. This research employs a qualitative approach with a library research design. Data collection was conducted through documentation techniques by examining various literature sources, including books, scholarly journal articles, and educational policy documents relevant to the research topic. Data analysis was carried out through the stages of data condensation, data display, and conclusion drawing and verification. The findings indicate that the curriculum in Indonesia has undergone several changes influenced by the development of the times, societal needs, and government policies in the field of education. In general, the development of the curriculum in Indonesia can be classified into three main periods: the Old Order era, the New Order era, and the post-reform era. Each period possesses distinct characteristics and orientations of educational policy, which are reflected in the structure and approaches of the implemented curricula. This research presents a structured historical analysis of the Indonesian curriculum based on historical periods, while also explaining the determining factors underlying curriculum changes from social, political, and educational policy perspectives. This study is expected to serve as an academic reference for understanding the dynamics of curriculum development in Indonesia over time. Future research is recommended to further examine the implementation of curricula in each period and their impact on learning practices and the quality of education at various educational levels.

Keywords: History; National Curriculum

ABSTRAK

Kurikulum merupakan komponen fundamental dalam sistem pendidikan yang senantiasa mengalami perkembangan seiring dengan dinamika sosial, politik, dan kebutuhan masyarakat. Perubahan kurikulum tidak terlepas dari tuntutan perkembangan zaman serta kebijakan pemerintah dalam merespons berbagai tantangan pendidikan. Penelitian ini bertujuan untuk mengkaji perkembangan kurikulum pendidikan di Indonesia sejak masa pascakemerdekaan hingga masa kontemporer. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi pustaka. Teknik

pengumpulan data dilakukan melalui dokumentasi terhadap berbagai sumber literatur, seperti buku, artikel jurnal ilmiah, dan dokumen kebijakan pendidikan yang relevan dengan topik penelitian. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa kurikulum pendidikan di Indonesia telah mengalami berbagai perubahan yang dipengaruhi oleh perkembangan zaman, kebutuhan masyarakat, serta arah kebijakan pemerintah di bidang pendidikan. Secara garis besar, perkembangan kurikulum di Indonesia dapat diklasifikasikan ke dalam tiga periode utama, yaitu masa Orde Lama, Orde Baru, dan era pascareformasi. Setiap periode memiliki karakteristik dan orientasi kebijakan pendidikan yang berbeda, yang tercermin dalam struktur dan pendekatan kurikulum yang diterapkan. Penelitian ini diharapkan dapat menjadi referensi akademik dalam memahami dinamika perkembangan kurikulum di Indonesia dari masa ke masa. Penelitian ini menyajikan analisis historis kurikulum Indonesia secara terstruktur berbasis periodisasi, sekaligus menjelaskan faktor-faktor determinan yang melatarbelakangi perubahan kurikulum dalam perspektif sosial, politik, dan kebijakan pendidikan. Penelitian selanjutnya direkomendasikan untuk mengkaji lebih mendalam implementasi kurikulum pada masing-masing periode serta dampaknya terhadap praktik pembelajaran dan kualitas pendidikan di berbagai jenjang pendidikan.

Kata Kunci: Sejarah ; Kurikulum Nasional

INTRODUCTION

The curriculum in education plays a very significant role in determining the progress of an educational system, ranging from the conceptual domain to its application or implementation in practice. This is because the curriculum functions as a plan and framework regulating the content and teaching materials as well as providing guidelines for the proper implementation of education (Hudaidah & Ananda, 2021). Several scholars even argue that the curriculum is the heart of education; the quality of educational outcomes is largely determined by the curriculum, particularly whether it is capable of fostering critical awareness among students. Over time, the curriculum is continuously evaluated in response to the development and challenges of each era (Raharjo, 2020). The rapid advancement of technology has encouraged policymakers to introduce various changes. These changes aim to adapt and develop education toward higher quality while aligning it with economic and technological growth. In addition, curriculum changes are also intended to accommodate the developmental needs of learners (Wibowo, 2021).

Regarding political developments in Indonesia since independence in 1945, the curriculum has been replaced and revised more than ten times, from the 1947 curriculum to the most recent one, the Merdeka Curriculum. These curriculum changes have occurred alongside transformations in political, social, cultural, economic, and scientific-technological systems within national life. Educational curricula need to be dynamically developed in accordance with the demands and changes of the era in which they are implemented. The national curriculum in Indonesia is formulated based on Pancasila and the 1945 Constitution (UUD 1945). The differences among these curricula mainly lie in their educational objectives and the approaches used to achieve them (Wahyuni, 2015). The existence of these curricula has had a significant influence on the quality of education in Indonesia (Hudaidah & Ananda, 2021).

In general, the development of the Indonesian curriculum can be divided into three major periods: the pre-reform era (consisting of the Old Order and the New Order periods) and the post-reform era. Historically, during the Old Order period the curriculum underwent three major revisions. First, in 1947, the first curriculum known as *Rentjana Pelajaran* was introduced.

Second, in 1952, it was revised into what was called *Rentjana Terurai*. Third, in 1964, the curriculum was renamed the Education Plan (*Rencana Pendidikan*), which focused on the development of morality, intelligence, emotional/artistic abilities, skills, and physical development, commonly known as *Pancawardhana* (Hamalik, 1990).

During the New Order era, the curriculum underwent four revisions. First, in 1968, the curriculum was revised into the 1968 Curriculum, which refined the *Pancawardhana* concept into the development of the Pancasila spirit. Second, in 1975, the 1975 Curriculum was introduced, focusing on the development of the Instructional System known as the Instructional System Development Procedure (*PPSI*). Third, in 1984, the 1984 Curriculum emphasized skill development through a model known as *CBSA (Cara Belajar Siswa Aktif)*, or Student Active Learning (SAL). Fourth, in 1994, the 1994 Curriculum was implemented (Somantrie, 2010).

Meanwhile, in the post-reform era, the curriculum has changed four times: the Competency-Based Curriculum (*KBK*) in 2004, the School-Based Curriculum (*KTSP*) in 2006, the 2013 Curriculum (*K13*), and the Merdeka Curriculum introduced in 2022. From a historical perspective, the development of the curriculum in Indonesia indicates a shift in paradigm – from a centralized and content-based curriculum during the pre-reform era to a more decentralized, competency-based curriculum that emphasizes character development and students' independent learning in the reform era up to the Merdeka Curriculum.

Since independence in 1945, the Indonesian curriculum has undergone numerous revisions, culminating in the recent implementation of the Merdeka Curriculum. These changes indicate a broader paradigm shift from a centralized, content-oriented approach toward a more decentralized and competency-based model that emphasizes character education and student autonomy. In particular, limited attention has been given to how curriculum transformations reflect broader socio-political dynamics and how they influence the orientation of teaching and learning processes. This study seeks to move beyond a purely descriptive account and provide a more analytical understanding of curriculum development in Indonesia.

Therefore, this study aims to analyze the development of the Indonesian national curriculum from the post-independence period to the contemporary era by emphasizing the socio-political and educational factors underlying its transformation. The contribution of this research lies in offering a structured and critical interpretation of curriculum changes, thereby providing a more comprehensive perspective on how curriculum policies evolve and how they may inform future educational practices.

METHODS

This study employs a qualitative approach with a research design in the form of library research. Library research is a research method conducted by examining and analyzing various relevant literature sources as research data (Afriyanti, Somadayo, & Darmawati, 2020). This approach aims to obtain data and information through the exploration of various references, such as books, scientific articles, official documents, as well as historical records or sources related to the research topic. The data search process was carried out systematically through academic databases such as Google Scholar, national journal portals, and official government

websites by using keywords including “Indonesian curriculum” and “curriculum development,”

The data in this study were obtained from various relevant literature sources, particularly scientific journal articles discussing related topics. In addition, the data were also derived from academic books that are closely related to the focus of the study. Furthermore, several government policy documents were utilized as data sources to strengthen the analysis and provide a normative basis for the discussion.

The data collection technique used in this study is documentation, which involves searching for, collecting, and examining various written documents relevant to the research focus. The data sources include scientific articles, theses, academic books discussing curriculum and education, as well as official government policy documents, such as regulations issued by the Ministry of Education and Culture, the National Education System Law, and other policy documents related to the research theme.

The data selection process was conducted using several criteria: (1) relevance to the research focus on curriculum development in Indonesia, (2) credibility of sources, indicated by publications in reputable academic journals or recognized publishers, (3) recency of data, especially for sources discussing contemporary curricula, and (4) alignment of the content with the research objectives.

The data analysis technique employed in this study follows the interactive analysis model developed by Miles, Huberman, and Saldaña. This analytical model emphasizes a cyclical and continuous process of data analysis through three main stages: data condensation, data display, and conclusion drawing and verification. Through these stages, the collected data are analyzed systematically to produce research findings that are valid, structured, and scientifically accountable (Hidayat, Faisol, Ibnu, & Al, 2025).

RESULTS AND DISCUSSION

The development of the educational curriculum in Indonesia has experienced a long and dynamic process and cannot be separated from the social, political, and societal contexts of each period. Historically, the development of the Indonesian educational curriculum can be traced from the pre-independence period to the post-independence era. During the pre-independence period, the education system was heavily influenced by colonial policies. Education at that time was designed to serve the interests of the colonial government, particularly to produce skilled labor while maintaining them in a subordinate position to support colonial administration and economic interests. Thus, the orientation of education during this period was directed toward preparing a workforce capable of serving colonial needs, and this condition persisted until around 1942 (Daeng Pawero, 2018).

After Indonesia gained independence in 1945, the government began to independently design a national education system as part of the effort to build national identity and independence. The development of the curriculum during this period was strongly influenced by the challenges of the times, societal needs, and the direction of government policies implemented in each era. Therefore, each curriculum produced had different characteristics and orientations according to the social, political, and educational contexts of its time. In general, the development of the Indonesian educational curriculum can be classified into

several major periods, namely the curriculum of the Old Order era, the New Order era, and the Reform era.

A. Educational Curriculum during the Old Order Era (1945-1965)

In general, education during the Old Order era represented the interpretation of post-independence education under the authority of President Soekarno (Fadli & Kumalasari, 2019). The curriculum during this period provided relatively broad freedom in education, as the educational system was based on socialist principles, meaning that education was considered a right for all members of society regardless of social class (Tuna, 2012). Within the context of this study, the Old Order curriculum is understood not merely as a pedagogical framework but as a socio-political instrument aimed at shaping national identity and ideological orientation. This aligns with the objective of this research, which seeks to analyze how curriculum development is influenced by broader socio-political dynamics. The curriculum in this era can be divided into three main phases: the 1947 Curriculum, the 1952 Curriculum, and the 1964 Curriculum, each reflecting distinct educational priorities and policy orientations.

1. The 1947 Curriculum (*Rentjana Peladjaran*)

In the early years of independence, the term curriculum was known in Dutch as *Leer Plan*, which means "lesson plan." This curriculum contained two main components: a list of subjects with allocated instructional hours and the Outline of the Teaching Program (*Garis-Garis Besar Program Pengajaran/GBPP*) (Suryani, 2015). The *Rentjana Peladjaran* of 1947 replaced the colonial Dutch education system and began to be implemented in schools in 1950. Analytically, this curriculum emphasized character education, civic awareness, and social responsibility, indicating a strong orientation toward nation-building. The use of Indonesian as the medium of instruction further reinforced national identity.

In terms of educational practice, the curriculum encouraged contextual learning by linking teaching materials to students' daily lives, particularly through arts and physical education (Wicaksono, 2018). However, its impact on learning outcomes was still limited due to its relatively simple structure and lack of systematic organization. Thus, while the curriculum played an important role in fostering nationalism, its influence on pedagogical effectiveness remained constrained.

The GBPP emphasized both teaching methods used by teachers and learning approaches undertaken by students. According to (Wirianto, 2014), the characteristics of the 1947 curriculum include the following:

- a. The curriculum was structured as a separated subject curriculum (1946-1947).
- b. Indonesian was used as the language of instruction in schools..
- c. The number of subjects differed across educational levels: Sekolah Rakyat (Elementary School) - 16 subjects; Junior High School - 17 subjects; and Senior High School (Science track) - 19 subjects.

2. The 1952 Curriculum (*Kurikulum Rentjana Peladjaran Terurai*)

The 1947 *Rentjana Peladjaran* curriculum was later refined into the 1952 Detailed Lesson Plan Curriculum (*Rentjana Peladjaran Terurai*). In this curriculum, the education and teaching system was adjusted to align with the aspirations of the Indonesian nation at that time. The 1952 curriculum focused on the *Pancawardhana* program, which

included the development of creativity (*cipta*), feeling (*rasa*), intention or initiative (*karsa*), work or skills (*karya*), and morality (Sadewa, 2022). Subjects were classified into five groups of fields of study: morality, intelligence, emotional/artistic development, dexterity or skills, and physical development (Asri, 2017).

The subjects in the 1952 curriculum were presented more clearly and systematically. One of the most distinctive characteristics of this curriculum was that each lesson plan had to relate learning materials to students' daily lives (Asfiati, 2017). This curriculum also adopted a community-oriented approach, enabling students to directly enter the workforce after completing their education. However, the implementation of this curriculum faced challenges, particularly in terms of uneven application across regions (Muharnis & Fadriati, 2023). This suggests that while the curriculum was conceptually more advanced, its impact on educational quality was not uniformly realized. This finding highlights the importance of considering not only curriculum design but also implementation in evaluating educational effectiveness (Muharnis & Fadriati, 2023).

3. The 1964 Curriculum (*Rentjana Pendidikan*)

Towards the end of President Soekarno's administration, around 1964, the Indonesian government once again improved the national curriculum. This curriculum was known as the 1964 Education Plan (*Rentjana Pendidikan*). The government introduced reforms aimed at ensuring that Indonesian citizens could obtain academic knowledge as preparation at the elementary school level.

The objective of the 1964 curriculum was to develop citizens who embodied Pancasila values, socialist ideals, nationalism, and a strong sense of patriotism. This curriculum development can be considered more comprehensive as it addressed three important aspects of student development: cognitive, affective, and psychomotor domains. The curriculum also emphasized the development of students' potential and promoted practical education rather than merely theoretical instruction (Sukatini & Pahmi, 2020).

A key feature of this curriculum was the continued emphasis on the Pancawardhana framework, which structured subjects into five main areas: morality, intelligence, emotional development, skills, and physical education (Wahyuni, 2015). In terms of educational impact, this approach encouraged a more balanced development of students' competencies and promoted practical learning rather than purely theoretical instruction.

Nevertheless, from a critical perspective, the strong ideological orientation of the curriculum may have limited pedagogical flexibility and critical inquiry in the classroom. While it successfully reinforced national values, its effectiveness in fostering independent and critical thinking skills remains debatable. This indicates that curriculum development during this period was heavily influenced by political priorities, which shaped both its strengths and limitations.

B. The Educational Curriculum during The New Order Era (1966-1998)

The educational curriculum during the New Order era in Indonesia was closely aligned with national development policies that emphasized political stability, economic growth, and the formation of citizens' character in accordance with state ideology. Under the leadership of Suharto (1966-1998), the government sought to reorganize the national education system to become more structured, standardized, and supportive of development goals. In line with the objective of this study, the curriculum during this period can be

understood as a reflection of strong state control over education, where policy orientation significantly influenced the design and implementation of teaching and learning processes. The centralized nature of curriculum development ensured uniformity across regions but also limited flexibility in responding to local educational needs. During this era, four major curricula were implemented: the 1968, 1975, 1984, and 1994 curricula, each representing different approaches to achieving national educational goals.

1. The 1968 Curriculum

The emergence of the 1968 Curriculum was largely political in nature, as it replaced the 1964 Education Plan (*Rentjana Pendidikan*), which had been associated with the Old Order period (Hikmawati, 2018). In terms of educational objectives, the 1968 Curriculum emphasized the formation of a true Pancasila-oriented citizen, characterized by strong physical health, intellectual ability, moral integrity, good character, and religious faith (Nasution, Khoiri, Firmani, & Rozi, 2022). Within this curriculum, the structure of the educational curriculum was modified from the Pancawardhana concept to a framework consisting of Pancasila character development, basic knowledge, and special skills (Najib, 2013).

The 1968 Curriculum represented a shift in orientation toward implementing the 1945 Constitution consistently and purely. It emphasized an organizational approach to subject matter through three main groups: Pancasila development, basic knowledge, and special skills. Subjects were grouped into nine main categories. According to Djauzak, the 1968 Curriculum can be described as a “comprehensive curriculum”, as it contained only the core subjects. The subject content was largely theoretical and was not strongly connected to real-life problems in society. The main emphasis was placed on determining appropriate subject matter for students at each educational level. Educational content was directed toward enhancing intellectual capacity, developing practical skills, and fostering strong physical development.

this curriculum reflects a strong ideological orientation aimed at reinforcing political stability and national identity. In practice, teaching and learning processes were largely teacher-centered, with a focus on delivering theoretical knowledge. Although the curriculum contributed to strengthening students’ intellectual foundations and national values, its limited connection to real-life contexts reduced opportunities for critical thinking and problem-solving. This indicates that the curriculum prioritized ideological consolidation over pedagogical innovation.

2. The 1975 Curriculum

The 1975 Curriculum emphasized educational objectives with the aim of making education more effective and efficient. The emergence of this curriculum was influenced by management concepts that were widely known at the time, particularly Management by Objectives (MBO). Teaching methods, materials, and objectives were elaborated in detail through the Instructional System Development Procedure (*Prosedur Pengembangan Sistem Instruksional / PPSI*).

In this system, teaching plans were structured into what was known as a “lesson unit”, representing a plan for each topic of instruction. Each lesson unit consisted of several components: General Instructional Objectives (TIU), Specific Instructional Objectives (TIK), subject materials, teaching aids, teaching-learning activities, and evaluation.

However, the 1975 Curriculum received considerable criticism. Teachers were often burdened with extensive administrative work, particularly in writing detailed instructional objectives and planning each learning activity.

According to (Iramdan & Manurung, 2019) the main principles of the 1975 Curriculum as a replacement for the 1968 Curriculum include:

- a. Goal-oriented education, including national educational goals, institutional goals, curricular goals, general instructional objectives, and specific instructional objectives.
- b. The application of an integrative approach in learning.
- c. Emphasis on efficiency and effectiveness in terms of resources and time..
- d. The application of the Instructional System Development Procedure (PPSI).
- e. The use of stimulus-response learning and practice-based activities.

This curriculum can be interpreted as an effort to improve the efficiency and effectiveness of education through structured planning and measurable outcomes. In terms of impact, it enhanced clarity in instructional design and helped standardize teaching practices across schools. However, the heavy administrative demands placed on teachers particularly in preparing detailed lesson plans often reduced the time available for meaningful classroom interaction. Consequently, while the curriculum improved organizational aspects of teaching, it also constrained pedagogical flexibility and creativity, highlighting a tension between efficiency and instructional quality.

3. The 1984 Curriculum (Improved 1975 Curriculum)

The 1975 Curriculum was later considered inadequate to meet the evolving needs of society. Consequently, a new curriculum was introduced in 1984. A distinctive feature of the 1984 Curriculum was its student-centered instructional approach, commonly referred to as CBSA (*Cara Belajar Siswa Aktif*), or Student Active Learning. In this curriculum, the delivery of learning materials was no longer limited to lecture-based methods. Field-based methods and experiential learning activities began to be introduced to enhance the effectiveness and efficiency of teaching and learning processes.

The Active Student Learning approach was expected to encourage students' intellectual and emotional involvement in the learning process, allowing for:

- a. cognitive assimilation and learning experiences that lead to knowledge formation
- b. direct experiential activities that develop practical skills, and
- c. the internalization of values through reflection and appreciation (Wicaksono, 2018).

Another central characteristic of the 1984 Curriculum was its centralized nature, reflected in three major policy orientations: universality, comprehensiveness, and integration (Julaeha, 2019).

This curriculum represents a significant shift toward more progressive educational practices, aligning with global trends in pedagogy. Its implementation encouraged greater student engagement, critical thinking, and the development of practical skills. However, despite its progressive design, the centralized structure of the education system limited its full implementation. Many teachers struggled to adopt student-centered methods due to limited training and institutional support. As a result, the impact of this curriculum on learning outcomes was uneven, revealing a gap between policy design and classroom practice.

4. Curriculum 1994

The 1994 Curriculum was developed as an improvement of the 1984 Curriculum. It was implemented in accordance with Law No. 2 of 1989 on the National Education System, which also introduced a change from the semester system to the quarter (caturwulan) system. The learning objectives emphasized conceptual understanding as well as students' ability to solve problems and complete academic tasks (Mawaddah, 2019).

According to (Imron, 2018), several prominent characteristics of the 1994 Curriculum include:

- a. The implementation of the quarter (caturwulan) system.
- b. A relatively dense and extensive subject matter content.
- c. The application of a single national curriculum system for all students across Indonesia.
- d. A strong emphasis on mathematics and language subjects (Indonesian and English), with comparatively limited attention to arts education.
- e. The subject Pendidikan Moral Pancasila (PMP) was replaced by *Pendidikan Pancasila dan Kewarganegaraan* (PPKn).

This curriculum attempted to balance content mastery with skill development. However, its implementation was characterized by an overloaded content structure, which placed significant pressure on both teachers and students. The dense curriculum limited opportunities for in-depth learning and reduced the effectiveness of student-centered approaches. In practice, teaching often reverted to teacher-centered methods focused on completing the prescribed material. Consequently, while the curriculum aimed to improve academic competence, its impact was constrained by issues of feasibility and instructional overload.

C. Educational Curriculum in the Post-Reform Era (1998 - sekarang)

The development of the educational curriculum in the post-reform era represents part of the effort to reform the national education system following the end of the New Order government in 1998. Political changes marked by the Indonesian Reformasi brought significant impacts to various sectors of life, including education. During this period, the government began to reform educational policies with the aim of creating an education system that is more democratic, participatory, and responsive to societal needs as well as global developments. Several curriculum reforms were introduced during this period.

1. The 2004 Curriculum: Competency-Based Curriculum (KBK)

The Competency-Based Curriculum (KBK) is a curriculum concept and approach that emphasizes the mastery of specific competencies. Students are expected not only to acquire knowledge and understanding but also to develop skills, attitudes, interests, motivation, and values so that they can perform tasks responsibly (Arifin, 2011).

The Competency-Based Curriculum was introduced in 2004 as part of the national education reform following the 1998 Reform movement. Its development was motivated by the need to improve the quality of education, which had previously been considered overly content-oriented and reliant on memorization. Earlier curricula emphasized the broad mastery of subject matter but paid limited attention to students' ability to apply knowledge in real-life contexts.

KBK introduced a new paradigm that focuses on competencies, defined as abilities demonstrated by students as outcomes of the learning process. Competence includes not only cognitive aspects (knowledge) but also psychomotor (skills) and affective (attitudes) domains. Therefore, the goal of education shifted from merely “completing the material” to ensuring that students genuinely possess measurable and observable abilities.

According to the Indonesian Ministry of National Education (Depdiknas, 2002), the characteristics of the Competency-Based Curriculum include:

- a. Emphasizing meaningful learning outcomes achieved by students during the teaching-learning process.
- b. The ultimate goal of learning is that students possess knowledge, values, and skills.
- c. The use of diverse learning methods.
- d. Learning resources are not limited to teachers but include various educational sources.
- e. Assessment is based on both the learning process and learning outcomes.

2. The 2006 Curriculum: School-Based Curriculum (KTSP)

One of the important references in curriculum development in Indonesia is the School-Based Curriculum (KTSP) introduced in 2006. The orientation of KTSP remains focused on competency achievement; therefore, it is often regarded as an improved form of the Competency-Based Curriculum. The elements of standard competencies and basic competencies that existed in KBK were maintained, along with the principle of school-based curriculum management (Sanjaya, 2008).

Conceptually, KTSP continues to adopt a competency-based approach but grants broader authority to schools to develop and manage their curricula according to the conditions, characteristics, and needs of students and their surrounding environments. The central government only determines the basic framework and structure of the curriculum, the Content Standards (Standar Isi), and the Graduate Competency Standards (Standar Kompetensi Lulusan). Meanwhile, schools are responsible for developing syllabi, lesson plans, and local content.

The Badan Standar Nasional Pendidikan (BSNP) has established Competency Standards and Basic Competencies, which are derived from the Graduate Competency Standards (SKL) and serve as the main reference in curriculum implementation. These standards are aligned with the core competencies and graduation standards set within the national education framework. Meanwhile, the principle underlying curriculum development is School-Based Curriculum (KBS), which is designed to empower regional governments and schools in planning, implementing, managing, and evaluating both the learning process and its outcomes in accordance with the characteristics and needs of their respective regions.

The emergence of the School-Based Curriculum (KTSP) was driven by the spirit of regional autonomy, emphasizing that education is not solely the responsibility of the central government but also a shared responsibility with regional governments and educational institutions. Therefore, in terms of its development model, KTSP can be regarded as a decentralized curriculum model, as it grants greater authority and flexibility to schools and local authorities in managing educational practices according to their contextual needs (Sanjaya, 2008).

According to Kunandar (Idi, 2013) the characteristics of learning under KTSP include:

- a. Encouraging students to develop knowledge, interests, and talents, ultimately fostering independence and skills.
- b. Learning oriented toward outcomes and diversity.
- c. The use of varied learning strategies.
- d. Learning resources include teachers, peers, books, films, and other educational media.
- e. Assessment focuses on both the learning process and competency achievement.

3. The 2013 Curriculum (K-13)

The 2013 Curriculum (K-13) represents a development and refinement of the 2006 School-Based Curriculum. It began to be implemented gradually in 2013 and was motivated by the need to improve the quality of national education in response to globalization, rapid scientific and technological advancement, and the demands of 21st-century competencies.

Philosophically, the 2013 Curriculum aims to develop Indonesian citizens who are faithful and devoted to God, possess noble character, and are productive, creative, innovative, and capable of contributing to society, the nation, and the state. This curriculum does not only emphasize cognitive aspects but also prioritizes character development in line with the national education goals.

The characteristics of the 2013 Curriculum include:

- a. Balanced development of cognitive, affective, and psychomotor domains.
- b. Encouraging students to apply knowledge learned in school to daily life.
- c. Integrating cognitive, affective, and psychomotor development in various school and social contexts.
- d. Providing students with broader opportunities to develop their competencies.
- e. Core competencies are elaborated into basic competencies
- f. Basic competencies derived from core competencies must be aligned and integrated.
- g. Basic competencies are developed based on cumulative principles and mutual reinforcement across subjects and educational levels (Shobirin, 2016).

4. The Merdeka Curriculum (Independent Learning Curriculum)

The Merdeka Curriculum is a curriculum that emphasizes diverse intracurricular learning activities to optimize students' learning experiences, strengthen conceptual understanding, and enhance the competencies they possess. In this curriculum, teachers are given greater autonomy to select appropriate teaching materials that align with the learning needs, interests, and characteristics of individual students. Furthermore, the Merdeka Curriculum also aims to strengthen the achievement of the Pancasila Student Profile, which is developed through thematic learning projects determined by the government (Kemendikbudristek, 2022).

The Merdeka Curriculum is the most recent curriculum policy in Indonesia and has been gradually implemented since 2022 as part of the Merdeka Belajar (Freedom to Learn) program introduced by Nadiem Makarim. This curriculum was introduced as a response to several national education challenges, particularly learning loss resulting from the COVID-19 pandemic, disparities in educational quality across regions, and the

need to transform learning to become more relevant to contemporary developments and students' needs.

Philosophically, the Merdeka Curriculum is based on the idea that every student has different potentials, interests, and learning speeds. Therefore, the learning process must provide flexibility and autonomy for teachers and students to optimally develop these potentials. The concept of "merdeka" (freedom) in this context does not imply the absence of rules but rather responsible freedom within the framework of national educational goals.

This curriculum emphasizes the development of essential competencies and student character through meaningful, contextual, and deep learning. The government simplified the curriculum structure so that teachers can focus more on improving learning quality rather than administrative burdens. Furthermore, the Merdeka Curriculum encourages a transformation in learning culture—from focusing solely on completing subject matter to strengthening competencies and the Pancasila Student Profile.

The main characteristics of the Merdeka Curriculum include:

- a. Focus on Essential Content - Learning content is simplified to emphasize core concepts and essential competencies, enabling deeper understanding.
- b. Differentiated Learning - Teachers adjust methods, strategies, and difficulty levels according to students' abilities and needs.
- c. Pancasila Student Profile Strengthening Projects (P5) - Interdisciplinary projects designed to strengthen the six dimensions of the Pancasila Student Profile: faith and morality, global diversity, cooperation, independence, critical thinking, and creativity.
- d. Flexible Curriculum Structure - Schools have flexibility in organizing learning activities, including intracurricular learning and Pancasila profile projects.
- e. Simplified Learning Planning - Teachers prepare concise teaching modules instead of complex lesson plan formats.
- f. Flexible and Diagnostic Assessment - Assessment emphasizes formative and diagnostic approaches to identify students' learning needs and includes the implementation of the National Assessment focusing on literacy, numeracy, and character development.

CONCLUSION

Based on the results of the study, it can be concluded that the development of the educational curriculum in Indonesia has been influenced by various factors, including the dynamics of societal change, the needs of the community, and the direction of government policies in the field of education. These curriculum changes represent efforts to adapt to social and political demands as well as developments in science and knowledge, ensuring that the curriculum remains relevant to educational needs in each period.

In general, the development of the curriculum in Indonesia can be classified into three major periods: the Old Order era, the New Order era, and the post-reform era. Throughout these periods, the Indonesian educational curriculum has undergone eleven changes. During the Old Order era, three curricula were implemented: the 1947 Curriculum, the 1952

Curriculum, and the 1964 Curriculum. Subsequently, during the New Order era, four curricula were implemented, namely the 1968 Curriculum, the 1975 Curriculum, the 1984 Curriculum, and the 1994 Curriculum. In the post-reform era, four curricula have been introduced: the Competency-Based Curriculum (KBK) in 2004, the School-Based Curriculum (KTSP) in 2006, the 2013 Curriculum, and the Merdeka Curriculum, which began to be implemented in 2022.

Each curriculum implemented in these periods possesses different characteristics, orientations, and learning approaches. These differences reflect the efforts of the education system to adapt to changes in social and cultural contexts as well as developments in knowledge and science, with the ultimate goal of improving the quality of national education.

REFERENCES

- Afriyanti, I., Somadayo, S., & Darmawati, H. (2020). Pemanfaatan Media Cerita Rakyat Sebagai Upaya Membangun Kreativitas Anak. *Jurnal Pedagogik*, 7(2), 1-12. Retrieved from <http://ejournal.unkhair.ac.id/index.php/pedagogik/article/view/2684/1813>
- Arifin, Z. (2011). *Konsep dan Model Pengembangan Kurikulum*. Bandung: PT Remaja Rosda Karya.
- Asfiati, A. (2017). Analisis Kurikulum Pendidikan Agama Islam Pra Dan Pasca Undang-Undang Ri Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. *Studi Multidisipliner: Jurnal Kajian Keislaman*, 4(1), 1-21. <https://doi.org/10.24952/multidisipliner.v4i1.921>
- Asri, M. (2017). Dinamika Kurikulum Di Indonesia. *Modelling: Jurnal Program Studi PGMI*, 4(2), 192-202.
- Daeng Pawero, A. M. V. (2018). Analisis Kritis Kebijakan Kurikulum Antara KBK, KTSP, dan K-13. *Jurnal Ilmiah Iqra'*, 12(1), 42. <https://doi.org/10.30984/jii.v12i1.889>
- Fadli, M. R., & Kumalasari, D. (2019). Sistem Pendidikan Indonesia Pada Masa Orde Lama (Periode 1945-1966). *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 9(2), 157. <https://doi.org/10.25273/ajsp.v9i2.4168>
- Hamalik, O. (1990). *Pengembangan Kurikulum, Dasar-dasar dan Pengembangannya*. Mandar Maju.
- Hidayat, S., Faisol, M., Ibnu, M., & Al, H. (2025). *Scaffolding Of Arabic Takhosus Program On Maharah Kalam Learning In Qur ' Anic Jumor High School Darul Fattah Bandar*. 10(2), 361-372. <https://doi.org/10.18860/abj.v10i2.32711>
- Hikmawati, S. A. (2018). Pendekatan Dan Model-Model Pengembangan Kurikulum Bahasa Arab Pada Madrasah/Sekolah Di Indonesia. *Jurnal Ihtimam*, 1(2), 203-218. <https://doi.org/10.36668/jih.v1i2.170>
- Hudaidah, & Ananda, A. P. (2021). Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa. *Jurnal Pendidikan Sejarah Dan Kajian Sejarah*, 3(2), 102-108.
- Idi, A. (2013). *Pengembangan Kurikulum Teori & Praktik*. Yogyakarta: yAr-ruzz Media.
- Imron, M. (2018). *No Title*. 2(1), 18-24.
- Iramdan, I., & Manurung, L. (2019). Sejarah Kurikulum di Indonesia Iramdan1,. *Jurnal Ilmiah Wahana Pendidikan*, 5(2), 57-58. <https://doi.org/10.5281/zenodo.2678137>
- Julaeha, S. (2019). *Problematika Kurikulum dan Pembelajaran Pendidikan Karakter*. 7(2).
- Kemendikbudristek. (2022). *Buku Saku: Tanya Jawab Kurikulum Merdeka*. Kemendikbudristek. Retrieved from ult.kemdikbud.go.id
- Mawaddah, I. (2019). Trend kurikulum dalam pendidikan sekolah di Indonesia. *Jurnal Ilmu Sosial Dan Pendidikan*, 3(3), 293-296.
- Muharnis, M., & Fadriati, F. (2023). Analisis Implementasi Kebijakan Kurikulum Pendidikan Nasional. *Pendekar: Jurnal Pendidikan Berkarakter*, 6(1), 49. <https://doi.org/10.31764/pendekar.v6i1.12677>
- Najib, A. (2013). 395 395. 7(2), 395-413.

- Nasution, T., Khoiri, N., Firmani, D. W., & Rozi, M. F. (2022). Perbedaan Sistem Kurikulum Pendidikan Anggota Asean, Indonesia dan Singapura. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(3), 1847–1958. Retrieved from <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4971>
- Raharjo, R. (2020). Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 sampai dengan Merdeka Belajar 2020. *PKn Progresif: Jurnal Pemikiran Dan Penelitian Kewarganegaraan*, 15(1), 63. <https://doi.org/10.20961/pknp.v15i1.44901>
- Sadewa, M. A. (2022). Meninjau kurikulum prototipe melalui pendekatan integrasi-interkoneksi Prof M Amin Abdullah. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(1), 266–280.
- Sanjaya, W. (2008). *Kurikulum dan Pembelajaran : Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Prenadamedia Group.
- Shobirin, M. (2016). *Konsep dan Implementasi Kurikulum 2013 di Sekolah Dasar*. Yogyakarta: Deepublish.
- Somantrie, H. (2010). “Kompetensi” Sebagai Landasan Konseptual Kebijakan Kurikulum Sekolah di Indonesia. *Jurnal Pendidikan Dan Kebudayaan*, 16(6), 684–698. <https://doi.org/10.24832/jpnk.v16i6.497>
- Sukatin, S., & Pahmi, P. (2020). Kurikulum Sebagai Ujung Tombak Pendidikan Dalam Mempersiapkan Generasi Bangsa. *Jurnal Contemplate*, 1(01), 1.
- Suryani, C. (2015). Implementasi Supervisi Pendidikan Dalam Meningkatkan Proses Pembelajaran Di Min Sukadamai Kota Banda Aceh. *Jurnal Ilmiah Didaktika*, 16(1), 23. <https://doi.org/10.22373/jid.v16i1.585>
- Tuna, N. (2012). Sejarah Pendidikan Islam Masa Orde Lama. *FauziNesia*, 1–20. Retrieved from <http://www.fauzinesia.com/2012/06/sejarah-pendidikan-islam-masa-orde-lama.html>
- Wahyuni, F. (2015). Kurikulum Dari Masa Ke Masa (Telaah Atas Pentahapan Kurikulum Pendidikan di Indonesia). *Astrophysics and Space Science*, 10(1–2). <https://doi.org/10.1023/A:1013199923212>
- Wibowo, B. A. (2021). Kajian Kebijakan Kurikulum Indonesia 1947-2013 . *Jurnal On Education*, 3(4), 422–428.
- Wicaksono, J. A. (2018). Perkembangan Kurikulum Pendidikan di Indonesia dalam Perspektif Kebijakan Publik. *Ngabari: Jurnal Studi Islam Dan Sosial*, 11(2), 47–67.
- Wirianto, D. (2014). Perspektif Historis Transformasi Kurikulum di Indonesia. *Islamic Studies Journal*, 2, 140–147. Retrieved from Dicky Wirianto Perspektif Historis Transformasi Kurikulum di Indonesia.pdf