GOVERNMENT POLICY REGARDING EDUCATION IN INDONESIA:
ANALYSIS OF COMPETENCE-BASED CURRICULUM,
EDUCATIONAL UNIT LEVEL CURRICULUM, AND CURRICULUM 2013

Abidin Nurdin¹, Sri Astuti A. Samad², Munawwarah³, Fakhrurrazi⁴
¹,⁴Universitas Malikussaleh, Aceh Utara, Indonesia
²,³Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia
(Corresponding author: abidin@unimal.ac.id)

Received: 21 April 2023; Accepted: 04 July 2023; Published: 05 July 2023

Abstract
The curriculum is a government policy in the field of education determined by the government. The curriculum has continued to change according to the times and advances in science and technology. This study uses a qualitative method by producing descriptive data as an observable social reality, namely the educational curriculum. The social reality is then analyzed using public policy theory. This article concludes that the curriculum as a political policy from the Indonesian government in the field of education is a logical consequence of social change and development of science. From 1999 to 2013 there were three changes to the curriculum, namely the Competency-Based Curriculum (KBK), the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum (K-13). Each curriculum has its own focus and emphasis point. The purpose of the curriculum changes carried out by the government from a theoretical point of view of public policy is oriented towards fulfilling the needs and interests of the community. So that the curriculum can still be adapted to social changes, scientific and technological developments that occur in society in Indonesia and the wider world.

Keywords: Government Policy; Education; Curriculum Changes; Curriculum-2013.

Abstrak

Kata kunci: Kebijakan Pemerintah; Pendidikan; Perubahan Kurikulum; Kurikulum-2013.
INTRODUCTION

Education as a political policy established by the government, from the past until now has continued to change according to the times and advances in science and technology. As a government policy, education will be influenced by various factors, namely: political, social, economic and cultural developments within a nation (Dewi, 2021; Jeong, Lee & Cho, 2017; Channa, 2016). These factors then have an impact on the progress of education at the lowest level up to university.

Education and politics are therefore important elements of the national order in both advanced and underdeveloped countries. Both are often considered separate parts, but both are closely related and influence each other. As a nation's education advances, so does its science, technology, and civilization. Similarly, educational institutions and educational processes play an important role in shaping people's behavior and political processes in these countries, which greatly influences the educational and political characteristics of each country. This relationship is an empirical reality that has existed since the beginning of the development of human civilization and is of interest to scientists. (Sri Astuti, 2020; Sirozi, 1985:1).

Plato and Aristotle, two Greek philosophers and other political thinkers have paid quite intense attention to this problem. Various philosophical expressions relating state policy to education, for example "as is the state, such is the school (as is the state, so is the school)", or "what you want in the country, you have to put it in school (what you want in the state, you must put in to the school)" (Azra, 2002: 61). The significance of these two expressions is that the destiny of a country and its people is predominantly influenced by the standard of education. If a nation desires to advance, the administration's focus must be on education policies.

In Indonesia, the objectives of state education are defined by Law No. 20 of 2003, which aims to cultivate competent individuals with strong moral character, who can contribute to the nation's progress and uphold its cultural values. Education is geared towards instilling a deep sense of faith and reverence for the Almighty, while also fostering nobility, good health, knowledge, skill, creativity, independence, and democratic values among citizens. As such, the education system in Indonesia strives to develop students holistically, encompassing not just their academic abilities, but also their social, emotional, and physical well-being. (Al Tabany, 2015:1).
The educational goals mentioned above will only be achieved if the curriculum is well designed and supported by all aspects and integrated from early childhood education to College. Along with the times and advances in technology, the demand for educational institutions to continue to develop and change the curriculum in a better direction. Therefore, the curriculum is understood not only as subjects but also the learning experiences of students inside and outside, intra and extra curricular which are guided by the teacher (Sanjaya, 2008: 6).

In this context, curriculum is one of the keys to the educational process and includes learning objectives, methods, teaching techniques and media, and tools for teaching assessment. For this reason, when conducting research on the success of the education system, attention is paid to realistic goals acceptable to all sides, good facilities and organization, realistic high labor intensity, and appropriate curriculum. It is therefore only natural that educators and teaching staff in the field of Islamic education understand the curriculum and seek to develop it further (Ramayulis, 2002:149).

Curriculum change is a logical consequence of the development of science and technological progress as well as changes in social order. The factors causing the change in the curriculum are due to; first, expanding and equalizing learning opportunities; second, improving the quality of education; third, educational relevance; fourth, educational effectiveness and efficiency (Ladjid, 2005).

Related to this, al-Syaibany (1979) and Salim (2019) explain that the curriculum or manhaj is a bright path that is passed by educators or teachers with those they educate or train to develop their knowledge, skills and attitudes. Then Langgulung (2004; 2008) said that there were four main aspects in the curriculum; first, the goals to be achieved by the education, or how to form the curriculum; second, knowledge, information, data, activities and experiences from which the curriculum is formed as a subject matter; third, the method or way of teaching used by the teacher to teach and encourage students to learn to lead them in the direction desired by the curriculum; fourth, the methods and methods of assessment used in measuring and assessing the curriculum and educational process results planned in the curriculum such as quarterly exams, final exams and others.

The curriculum will be implemented properly provided that it must be supported by the following matters; availability of competent teaching staff; availability of adequate physical and learning facilities; the availability of auxiliary facilities for the teaching and learning process; the existence of educational staff such as administration staff, information technology technicians, laboratory assistants, librarians; availability of adequate funds;
effective and efficient management; supported by a supportive culture such as religious, moral and national values; visionary, transparent and accountable leadership (Hasbullah, 2006).

Hence, it can be stressed that the syllabus is an exceedingly crucial instrument for effective instruction. Inadequate and unsuitable syllabi can hinder the attainment of desired educational aims and objectives. A course of study comprises a range of disciplines that a pupil is required to learn or take up in school to obtain a specific degree, a selection of subjects proffered in an academic institution or department. One of the alterations being made to the syllabus in Indonesia presently is that science is an ever-evolving domain. Moreover, these modifications are shaped by altering human necessities and external influences, rendering the entire program not self-sufficient but impacted by economic, political, and cultural circumstances. The field of chemistry is undergoing a transformation. (Pawero, 2018).

This study will analyze the state policies in the education sector in Indonesia, especially regarding the changes in curricula from KBK, KTSP and the 2013 curriculum. Important, because curriculum is the most important component in the field of education that has been constantly changing and improving over the past 24 years. A lot has been done about program analysis from the perspective of educational research, but little has been done to study the program from the perspective of state or public policy.

METHOD

This study employs qualitative methods, that is, research techniques that generate written descriptions of data from observable social situation (Sugiyono, 2010). The data analyzed relied on literature derived from scientific articles, books and references related to the discussion. The social situation of education that is formed from changes in the curriculum is then analyzed using public policy theory. Because the curriculum is a government policy in the field of education by making comparisons between KBK, KTSP and the 2013 curriculum.

RESULTS AND DISCUSSION

1. Competency-Based Curriculum 1999

The Competency-based curriculum (CBC) is an educational curriculum that places emphasis on building the capacity to carry out tasks (competencies) with clearly defined
performance criteria, so that learners perceive their outcomes in the form of mastery of learning. can do. A specific set of competencies (Mulyasa, 2005:40).

A Competency-based curriculum is described as a set of plans and agreements on competencies and learning outcomes to be attained by students, assessment, teaching and learning activity, and strengthening of educational resources by the balitban curriculum center of the ministry of education. This program of study is designed to: (1) The anticipated effect and effects on students from a variety of worthwhile learning experiences, and (2) the diversity that can be attained based on the requirements of students (Hunaefi, 2015; 4).

If examined further, the juridical basis for KBK is the TAP MPR/GBHN of 1999/2004, Law no. 20 of 1999 relating to local government. National Education System Law No. 2 of 1989 that came later replaced by Law no. 20 of 2003 and finally Government Rule No. 25 of 2000 concerning the Distribution of Central and Regional Leaders (Pawero, 2018). Even though later, the spirit of regional autonomy in its implementation has not appeared in this curriculum, it is even more visible in KTSP.

The background for the emergence of the KBK was based on the previous curriculum (1994 curriculum) which did not provide an explanation of the target abilities that must be achieved by students when compared to developing countries, let alone developed countries. Because of this, KBK emerged with an emphasis on basic competency that accommodates the needs and diversity of regions and schools. In addition, the characteristics of KBK learning, especially Islamic Religious Education, can be mentioned;

a. More emphasis on achieving competency targets (attainment) rather than mastering the material;

b. More accommodating the diversity of educational needs and resources available;

c. Providing wider freedom to educational implementers in the field to develop and implement learning programs according to needs (Ladjid, 2006: 76-77).

The habit of thinking and acting consistently and continuously enables a person to become competent in the fundamental values, skills and knowledge necessary to make something. Competence is defined as the possession of the fundamental values, skills and knowledge that are reflected in habits of thought and behavior. According to Nurhadi (2004:16-17) The rationale for using the concept of competencies in the curriculum is: Competence relates to students' ability to do something in various contexts;

a. Competencies represent the learning experiences students go through to become competent;

b. Competencies are learning outcomes that describe what a student will do after going
through the learning process;
c. Obstacles to a student’s ability to do something need to be clearly and comprehensively defined in line with criteria that can be met through measurable outcomes.

KBK’s learning process focuses on the realization of students’ various competencies. This syllabus therefore contains a set of competencies and a set of learning objectives designed to allow observation of student achievement in the form of behavior and skills as a measure of success. Learning activities should aim to provide students with at least the minimum level of competence to achieve the goals set.

Competency-Based Curriculum (CBC) according to Hunaefi (2015: 6) is a basic framework that has four components, namely:

a. Curriculum and learning outcomes, which contain plans for the development of student competencies that need to be achieved as a whole from birth to completion in secondary school (approximately at the age of 18 years).
b. Class-based assessment, which contains principles, objectives and implementation of continuous assessment that is more certain, accurate and consistent.
c. Learning and teaching activities, which contain basic ideas about learning and teaching to achieve predetermined competency standards.
d. Management of the school-based curriculum, which contains various patterns of development and empowerment of educational staff and other resources to raise education standards, consequently, it will have a favorable effect on how the county and the state fare in the future.

2. Education Unit Level Curriculum 2003

According to Mulyasa (2007), An operational curriculum developed and used in Indonesia units is called KTSP. Curriculum model is the curriculum used in Indonesian education. The Republic of Indonesia Law No. 20 of 2003 on the National Education System and Republic of Indonesia No.19 of 2005 on National Education Standards serve as the foundation for KTSP. In implementation, this curriculum is based on his Decree No. 22 of 2006 of the Minister of Education of the Republic of Indonesia on Content Standards for Primary and Secondary Education Units. This content standard covers a range of materials and competence levels to achieve graduate competence at specific levels and types of education. Content standards include:
For each semester of each type and levels of primary and secondary education, the fundamental framework and curriculum structure education, competency standard (SK) and basic competencies (KD) for each subject. Secondly, the Republic of Indonesia Minister of National Education Regulation No. 23 of 2006 on Postgraduate Proficiency Standards for Secondary and Primary School Units. Graduate Competency Criteria are graduate competency qualifications that include attitudes, knowledge, and skills. The Republic of Indonesia Minister of National Education Regulation No. 24 of 2006, Minister of National Education Enforcement Regulation No. 22 of 2006 on Content Standards for Elementary and Middle School Units and Minister of National Education Regulation No. 23 of 2006 on Graduate Standard Competence in Undergraduate and Postgraduate Education Paper (Pawero, 2018:50).

While the characteristics of KTSP have certain characteristics in the development of learning, namely:

a. Give the school district a lot of autonomy;

b. Parental and community involvement;

c. Democratic and competent direction;

d. A cohesive and open working group. KTSP as an operational curriculum has the following meanings:

a) In its development, KTSP will not be separated from the provisions that have been prepared by the national government, regional authority is only limited to operational development.

b) As an operational curriculum, KTSP developers are demanded and must pay attention to regional characteristics (Huda, 2015: 126). While the principles developed in the KTSP are as follows:

a. Focusing on the potential, growth, requirements, and interests of students and their surroundings;

b. Diversity and integration;

c. Respond to advances in science, technology, and the arts while considering human needs;

d. Encompassing and ongoing;

e. Continuous learning; and

f. Balance between national interests and regional interests (Muslich, 2007; Muhaimin et al, 2009).

In line with the characteristics of KTSP, Miruh Huda (2015: 126-127) bilih wonten
four characteristics of ingkang in punbedakaken kaliyan ingkang sanesipun curriculum, inggih married:

a. Judging from its design, KTSP is a discipline-oriented curriculum. This can be done like the KTSP structure which sucks because single subjects must be mastered by students. In that case, the success criteria for KTSP are flexible and will be measured based on mastery of subject matter through school exams and national exams;

b. Minangka KTSP curriculum is oriented to individual development. KTSP is in the Punsengkuyung Kaliyan learning principles of Ingkang Ngandharaken an overview of student activities, Kangge Madosi and the subject matter. In addition, in KTSP there is a self-development component which includes aspects of developing students' talents and interests;

c. KTSP is a unique curriculum with unique access to regional interests that are compatible with the principle of developing a curriculum that is centered pertaining to the enviroment and the potential, development, needs, and interests of students.

3. Curriculum 2013

The 2013 curriculum (K-13) is a curriculum full of character education. This mindset was realized from the start before understanding the technical implementation of the 2013 Curriculum. If there is no foundation for this thinking, then we will feel burdened by the amount of "work" that must be done. The work that will take up a lot of time is collecting student scores in each subject from the attitude and skills aspect because they are no longer in the form of numerical values but in the form of (qualitative) descriptions (Zaini, 2015; 21).

The emergence of K-13 was motivated by several problems which were the weaknesses of the previous curriculum, so that after receiving learning material, students would be more inclined to inquire, reason, observe and communicate (present) what they had learned or learned. With this strategy, it’s hoped that students will have much better competencies, skills and attitudes. Consequently, students will be more inventive, productive and creative (al-Tabany, 2015: 12).

One of the changes in the learning paradigm is that the learning orientation that was originally teacher-centered shifted to student-centered; the methodology that was previously dominated by expository has shifted to pastispatory; and the approach which was originally more textual changed to contextual. All of these changes are intended to improve the quality of education, both in terms of educational processes and outcomes (al-Tabany, 2015: 12).
The concept of the 2013 Curriculum is tazkiyah (attitude), recitations (knowledge) and ta'alim (skills). This curriculum is also a curriculum based on reasoning reinforcement. The Ministry of Education and Culture stated that the elements of change contained in the 2013 curriculum besides those mentioned above include:

a. There is an increase and balance of soft skills and hard skills which include aspects of attitude, skill and knowledge competence,

b. Subjects are designed to be related to one another and have basic competencies that are bound by the core competencies of each class,

c. There was a reduction in the subjects students had to follow but the number of hours increased by 1 lesson hour/week due to changes in the learning approach,

d. The Learning Process uses a Scientific and Contextual Approach,

e. The Assessment process uses Authentic Assessment,

f. There are extra curricular activities in elementary school including Scouting (compulsory), School Health Business and English (Defianty, 2014: 178).

This change is marked by the use of a new term in the Graduate Competency Standards (SKL), namely the term Core Competency or KI. The birth of the concept of KI begins with the grouping of core competencies on attitudes, knowledge and skills. Initially, there was only one formulation of attitude competence, but after material experience, the meaning of attitude was distinguished between spiritual and social attitudes.

The grouping of KI can be observed in Permendikbud Number 64 of 2013 concerning Content Standards for Elementary and Secondary Education while in Regulation of Minister of Education and Culture Number 54 of 2013 concerning Competency Standards for Graduates of Primary and Secondary Education it is not discussed. This needs to be said because if you read SKL, you should not only see attitude as something single, but it implies two attitudes, namely a spiritual attitude and a social attitude. According to Zaini (2015: 22) the characteristics of the 2013 curriculum in detail can be stated as follows:

**a. Graduate competence standard**

1) Tiered Graduate Competency Standards (SKL). The SKL formulated in the 2013 curriculum is laid out in stages, meaning that the competence of graduates at the Elementary School (SD)/Madrasah Ibtidaiyah (MI) education level will be continued and developed at the Junior High School (SMP)/Madrasah Tsanawiyah (MTs) level which will then be continued and developed back to the level of Senior High School (SMA) / Madrasah Aliyah (MA). In the previous curriculum (2006 curriculum) it was already tiered, but it was difficult to identify because there were too many of them and
it seemed that no one had looked closely at them.

2) Integrated character education. The total integration of character education without changing the "flow" of the previously adopted curriculum, namely the Competency-Based Curriculum (KBK) since 2004. The KBK was then decentralized to schools known as the Education Unit Level Curriculum (KTSP) in 2006 but with a steady stream.

b. Curriculum Content and Structure

The 2013 curriculum related to Content Standards reduces the number of subjects but increases the number of study hours for each subject.

1) Proportion of competency for each level. Discussion on the signs of competency achievement which consists of four domains of attitude, namely the realm of spiritual attitudes, social attitudes, knowledge and skills in the 2013 curriculum is still very limited.

2) The basic framework and structure of the 2013 curriculum. The 2013 curriculum was developed based on the diverse cultures of the Indonesian nation and is directed at building a better life. The educational process in the 2013 curriculum provides opportunities for students to develop their potential. The theoretical foundation of the 2013 curriculum refers to “standardized education” and “competence-based”. Standardized education or standard-based education is education that stipulates a national standard as a minimum quality of citizenship. Meanwhile, competency-based education or competency-based curriculum is designed to develop the attitudes, knowledge and skills of students in total.

3) The 2013 curriculum increases the number of study hours. The 2013 curriculum has a mission to improve educational performance. The plan is to increase the hours of lessons because to improve competency it is not enough time if you only provide time as in the previous curriculum.

The addition of the number of study hours in the 2013 Curriculum is also intended to “catch up” the Indonesian nation from the progress of other countries. The 2013 curriculum invites students to study more actively in order to be able to respond to the challenges of an increasingly tight era of competition in the global world and free markets.

So, it can be said that one of the objectives of implementing the 2013 Curriculum is to answer the challenges of an increasingly developing and advanced era. This curriculum is expected to produce students who are competitive, innovative, creative, collaborative and
with character (Abidin, 2016: 11-12).

4. Education Policy Analysis on KBK, KTSP and K-13

The policy is a series of program plans, activities and decisions made by the parties to take or not take action as a stage for solving the current issues. Public policies are determined by the parties (stakeholders), especially the government, which is focused on serving the needs and interests of the community. Public policies are carried out based on the needs to solve problems that occur in society (Ramdhani & Ramdani, 2017; Iskandar, 2012).

The curriculum is the most important part in the field of education planned and decided by the government as a policy that becomes the frame of reference for all educational institutions and practitioners in Indonesia. Therefore, the curriculum is set within a certain period of time and then changed according to the needs of society, the times and advances in science and technology. The old ten-year curriculum will not be the same as the current curriculum, because it is determined according to the conditions, the needs of society and the development of science at that time. Between one curriculum and another curriculum has a different focus and emphasis point from one another.

The main difference between KBK, KTSP and K-2013. CBC still tends to be centralized, because curriculum development is still the authority of the center. Except for some subject that are specifically developed in the education unit in question, syllabus development activities in the 2013 curriculum are now under the control of the government rather than the education unit as they were in the KTSP (Zaini, 2015; 27).

Even though the syllabus has been developed by the central government, for the purpose of operationalizing learning, teachers must still be able to comprehend all of the messages and meanings in the syllabus. Therefore, it appears that syllabus review is crucial, whether it is done individually or in groups, in the hopes that teachers will gain a more acute, comprehensive understanding of the entire contents of the prepared syllabus.

One of the failures in implementing KTSP is caused by a lack of knowledge, skills and the ability of the teacher to understand the tasks that must be carried out. These conditions indicate that the functioning of the curriculum lies in its implementation in schools. In 2006 the government began implementing the Education Unit Level Curriculum (KTSP) in Indonesia. This curriculum tries to offer eight national standards, where these national standards are regulated by the National Education Standards Agency (BSNP). The eight national standards are:

1. Content Standards;
2. Process Standard;
3. Graduate Competency Standards;
4. Standards of Education and Education Personnel;
5. Facilities and Infrastructure Standards;
6. Management Standards;
7. Financing Standards and Educational Assessment Standards

In the midst of the journey of the Education Unit Level Curriculum which was felt to be just starting to develop, the government established a new curriculum, namely the 2013 Curriculum (Trisnawati et al., 2016: 3). A new thing has a difference from an old thing, and KTSP will be different from the 2013 curriculum. The 2013 curriculum was officially launched on July 15, 2013, and it has been used in some (limited) schools for the 2013/2014 school year.

Table 1. Comparison of KBK and KTSP

<table>
<thead>
<tr>
<th>KBK</th>
<th>KTSP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less operational</td>
<td>More operational</td>
</tr>
<tr>
<td>Teachers tend to be less creative</td>
<td>Teachers are more creative</td>
</tr>
<tr>
<td>The instructor provides a description of the ministry of national education’s curriculum</td>
<td>Teachers create their own curriculum</td>
</tr>
<tr>
<td>Schools are less authorized to develop curriculum</td>
<td>Schools are permitted to create their own curricula</td>
</tr>
<tr>
<td>The curriculum is still centralized</td>
<td>The curriculum is already decentralized</td>
</tr>
</tbody>
</table>

Source: Pawero (2018: 56)

If analyzed KBK with KTSP set by the government as an education policy in Indonesia has changed for the better and advanced. The substance of KBK as a curriculum is less operational, teachers are less creative in describing it, and are centralized. Meanwhile, KTSP is more operational, teachers are more creative, there is teacher and school independence in making and developing curricula and is decentralized.

Likewise, it can be seen that in CBC, competency-based learning is an effort to implement broad-based education that is oriented towards life skills, where the curriculum is developed with competency-based education (CBC). KTSP, on the other hand, is a development concept that is positioned in a setting where learning is most prevalent, namely in schools and educational institutions. KTSP is an example of educational reform that grants schools and educational units the freedom to create curricula in accordance with their unique potentials, demands, and needs. Meanwhile, when compared between KTSP and K-13, it is presented as follows;
Table 2. Comparison of KTSP and K-13

<table>
<thead>
<tr>
<th>KTSP</th>
<th>KURIKULUM 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certain subjects support certain competencies</td>
<td>Each subject supports all competencies (Attitudes, Skills, Knowledge)</td>
</tr>
<tr>
<td>Subjects are designed to stand alone and have their own basic competencies</td>
<td>Subjects are designed to be related to one another and have basic competencies that are bound by the core competencies of each class</td>
</tr>
<tr>
<td>Indonesian is on par with other subjects</td>
<td>Bahasa Indonesia as a guide to other subjects (attitude and language skills)</td>
</tr>
<tr>
<td>Each subject is taught with a different approach</td>
<td>All subjects are taught with the same (scientific) approach through observing, asking, trying, reasoning</td>
</tr>
<tr>
<td>Each type of learning content is taught separately</td>
<td>Various types of learning content are taught related to and integrated with each other. Science content is integrated and used as a driving force for other learning content</td>
</tr>
<tr>
<td>Thematic for class I-III (not yet integrative)</td>
<td>Integrative thematic for class I-III</td>
</tr>
<tr>
<td>Information and Technology own subjects</td>
<td>Information and Technology subject is a learning tool, used as a medium of learning other subjects</td>
</tr>
<tr>
<td>Bahasa Indonesia as a knowledge</td>
<td>Bahasa Indonesia as a means of communication and carrier of knowledge</td>
</tr>
<tr>
<td>For SMA there are majors since class XI</td>
<td>There are no high school majors. There are compulsory subjects, specialization, inter-interest, and deepening of interest</td>
</tr>
<tr>
<td>SMA and SMK without competency similarities</td>
<td>SMA and SMK have the same compulsory subjects regarding basic knowledge, skills and attitudes</td>
</tr>
<tr>
<td>The majors in SMK are very detailed</td>
<td>Majors in SMK are not too detailed up to the field of study, in which there are specialization groups</td>
</tr>
</tbody>
</table>

Source: Pawero (2018: 57)

From the table above it can be understood that the 2013 Curriculum has the goal of encouraging students or students who are based on aspects of the attitudes and behavior of students. The main objective is for students to become more adept at making observations, posing questions, using logic, and communicating (presenting) what they learn or know after learning the material. Then the assessment of students is authentic then a scientific approach through observing, asking, trying and reasoning (Pawero, 2018: 57).

The 2013 curriculum’s structure explains how the curriculum’s content is conceptualized in terms of subjects, their placement within the curriculum, how they are distributed over semesters and years, how much homework each subject requires, and how much homework each students is expected to complete each week. The idea of organizing content in the learning system and the learning load in the learning system are both applied in
the curriculum structure (Zaini, 2015: 29).

Contrarily, in KTSP, the curriculum structure refers to the order and pattern of the subjects that students must choose to study. The competencies that students must master in accordance with the learning load listed in the curriculum structure outline the depth of the curriculum content in each subject in each educational unit. The in question competencies are basic competencies created in accordance with graduate competency standards as well as competency standards (Zaini, 2015: 29).

If examined further, K-13 is more accommodating in developing three potential domains in students, specifically, cognitive, affective and motor. This means that the psychological area is described by the level of individual intelligence, while the affective is described by the level of faith, character, personality unity and other characteristics of independence. While the psychomotor domain is reflected by the level of skill, productivity, and ability to use innovation (Walidin, 2016: 162). In line with that, if it is related to Islamic education, the essence of the curriculum is that it must be based on revelation and the values of monotheism to Allah. Then the principles in the curriculum have Islamic values, are integral and flexible (Sri Astuti, 2021; Ridhwan, 2017). Therefore, the Islamic Education curriculum places great emphasis on character or morals, in addition to intellectual intelligence and skills (Nurdin, et al., 2019).

Thus, the curriculum can serve as a starting point for raising the standard of instruction of education because it contains not only comprehensive conceptual content, but also the conditions in which the curriculum will be implemented. These conditions include the competence of teachers and the adequacy of the availability of educational facilities at the school level. For example, the development of the 2013 Curriculum is a consequence of the curriculum as part of educational policy. However, there are opinions that agree or agree, but the factors that underlie the effectiveness of implementing the curriculum are management factors. The management factors referred to include management at the school and class levels. The presence of practical information technology in every aspect of life has a positive impact on the world of education (Indriyanto, 2012).

Thus, it can also be emphasized that changes in government policies related to the curriculum in the field of education are commonplace and reasonable. The goal is that the curriculum can still be adapted to social changes, developments in science and technology that occur in world society. It is conceivable that if changes in society and the development of science and technology are not matched by curriculum changes in the world of education,
then the world of education in Indonesia will be increasingly left behind by developed countries.

CONCLUSION

The goal of the curriculum, which is a government political policy in the area of education, is to uphold the law’s rules. The curriculum outlines educational goals and directions that are intended to help students reach their full potential as people who fear and believe in Allah SWT, have a high moral code, are wholesome, capable, knowledgeable, independent, creative, and became citizens of a democratic and responsible state. As a consequence of modernization and the advancement of science, the curriculum needs to be changed. In Indonesia, several changes can be seen starting from the KBK, KTSP and K-13. Judging from the approach or nature of the KBK curriculum, it is more centralized, KTSP is already decentralized, this is due to the spirit of regional autonomy at that time, while K-13, in addition to the spirit of decentralization of teacher abilities and competencies, is also necessary to teach with more creativity and innovation. Then the assessment of students is authentic then a scientific approach through observing, asking, trying and reasoning. It can be further emphasized that adjustments to the curriculum are a logical result of societal changes and developments in science and technology that occur in world society which cannot be stopped. Therefore, on the public policy side, the curriculum change aims to accommodate the fulfillment of the requirements and objective the larger community.

REFERENCE


https://doi.org/10.21831/cp.v40i1.33821.


