



JURNAL TARBIYAH 27 (2) (2020) 1-13

JURNAL TARBIYAH

<http://jurnaltarbiyah.uinsu.ac.id/index.php/tarbiyah>



THE RATIONALIZATION OF CURRICULUM DEVELOPMENT

**Arini Gultom¹, Anis Natasha², Hesti Khairati mardiyah³,
Syarah Vina Ain⁴, Rora Rizki Wandini⁵**

^{1,2,3,4}Universitas Islam Negeri Sumatera Utara, Medan, Indonesia
Email : ¹arinigultom1606@gmail.com, ²anisnatasha81@gmail.com,
³hestykhairati21@gmail.com, ⁴syarahvinain@gmail.com,
⁵rorarizkiwandini@uinsu.ac.id

DOI : 10.30829/tar.v27i2.639

Accepted: March 24th, 2020. Approved: December 25th, 2020. Published: December 31th, 2020

ABSTRACT

For education units, the curriculum is very important. In order to attain a learning objective, the curriculum is very important to facilitate the learning process. With curriculum, it can be easier or help teaching staff in teaching. It is said that the curriculum is a tool or an intermediary to accomplish an objective at the educational level. There are already many curriculums in Indonesia, such as the 1947 curriculum 1952 curriculum 1975 curriculum 1994 curriculum 2004 curriculum (KBK), the 2006 curriculum (KTSP) and the latest curriculum is the 2015 curriculum or what is called as the 2013 curriculum which is currently being used to date.

Keywords : curriculum, change

INTRODUCTION

Curriculum rationalization is the process or procedure undertaken to create and compile a new curriculum. There have been many curricula used in Indonesia, namely the curriculum 1947, 1952, 1975, 1994, 2004, 2006, and the latest one is K13. Due to many factors, the curriculum was changed, because of the large number of classes to be held, it may be that the curriculum could make the students' burden heavier. A good curriculum, therefore, is a curriculum that pays attention to the condition of students and their place in the situation. The curriculum that is developed must be in line with the needs of students and receive community support. The improvement in the curriculum isn't just a change. To apply the curriculum, one must first ensure that a lesson from learning is carried out. An educator must form students with deep insight and understanding, strong character or personality and good abilities to develop.

RESEARCH METHOD

This study was conducted by using qualitative approach, namely a technique with data collection methods from papers we have read to understand and figure out how to rationalize curriculum development in Indonesia, what concerns are involved in each of these curriculum changes. We collected this data to explore and find out more information about the rationalization of curricula that have been used in Indonesia.

THEORETICAL FRAMEWORK

A. The 1947 curriculum

The 1947 curriculum was Indonesia's first curriculum, or it could also be called as the first curriculum during the period of independence, and it was known as the Lesson Plan at that time. Because of the political situation the chaos of the civil war, this curriculum was only enforced in 1950. The structure of the 1947 curriculum or lesson plan is very simple and contains only two main points, namely a list of subject matter and teaching hours and an outline of the teaching activities (Alhamuddin, 2014). The 1947 curriculum gives priority to character education or behaviour, state understanding and the society. In this curriculum, the focus is only on students' psychology, which concerns on the personality and social meaning of fellow human beings, whereas there is no priority given to mental education. The material covered in this curriculum is material related to daily life, arts and physical education (body health).

There are 16 subjects taught in public schools and regional languages are provided or may be used, especially in Java, Madura and Sundanese. The list of lessons includes Indonesian, regional language lessons, history, math, natural science, life sciences, drawing, painting, art, cleanliness, health, geography, character, and religious education. Religious education was only given to fourth grade students, but after 1951 this lesson was also taught to grade 1. Since religious education is very important for children, this subject will help shape the character of students to be better or to develop their personality. This lesson must be instilled from early childhood, since children imitated a lot. An instructor must also provide learners with good examples, so students can imitate them in terms of good personality.

Meanwhile, the second point is about teaching outlines. The 1947's curriculum also illustrates how teachers teach and how students learn from them. For instance, in natural science, a teacher must know how to describe things such as the form of a leaf, kinds of animal and what it is like to link a power cable. In all natural science related content, the teacher must be able to explain it well so that students understand the subject well. Another example is in teaching Indonesian language. A teacher must be able to teach Indonesian-related materials, such as how to read, write, make a poetry, deliver a speech, drama, and etc.

In this curriculum, the character or personality of children and social care or affection for the country are prioritized. Prioritizing students' character or personality belongs to psychology, while caring for the state and community is classified as socio-cultural. In this curriculum, character takes priority over pedagogy. The pedagogy has also been explained in this curriculum, namely what materials and methods. This method is similar to way of teaching or delivering the subject (Muhammedi, 2016)

B. The 1952 curriculum

This curriculum is known as Retjana Pelajaran Terurai 1952, and there is something called as refinement during this curriculum period. This curriculum has contributed to a scheme of national education. This program has a very significant characteristic, namely the content of the lesson or subject should be related to daily life, and must be linked to each lesson plan. This becomes the concentration of this curriculum so that students have expertise in creativity, work, feeling, and morals.

In this curriculum, the subjects are categorized into five groups, namely moral, emotional, intellectual and physical fields. Thus, in this curriculum, children's psychology

is often prioritized, such as those related to social (physical), emotional, and intellectual of children. In addition, socio-eco-culture is also included here, namely the subject must be related to daily life, meaning that it is related to the lives of people. There is nothing related to the implementation and evaluation approaches in the pedagogical section of the curriculum. Only psychology and socio-eco-culture are discussed in this curriculum.

C. The 1975 curriculum

The aim of education in the 1975 curriculum was to be efficient and competitive. This curriculum is a curriculum that keeps an educator busy writing the planning and taking any steps that are used every time when the process of teaching and learning is carried out. This curriculum uses a goal-centered approach. Before carrying out learning activities, a teacher must know very well the goals that students can achieve, so the instructor must first consider the objectives of planning a lesson plan.

The 1975's curriculum is more on directing and emphasizing the aims and the development of students' behaviour, character, personality, on meeting the needs of society. In order to incorporate this program, the psychological aspect and the factors that support it must be considered so that the curriculum is implemented correctly and in line with the expectations of educators, students and the community.

In the 1975 curriculum, the psychological aspect prioritizes the development of good personalities and respectful actions of children. The pedagogic aspect of the curriculum contains a list of how a teacher can convey materials well so that the learning objectives are achieved and this is included in the method section.

D. The 1994 curriculum

The 1994 curriculum is also known as the "Cara Bisa Belajar Aktif" (CBSA) which is literally translated as the curriculum for active learning. In this curriculum, students must be active in participating in the teaching and learning process in the classroom. In order for learners to be involved in following the learning activities, an instructor must be good at choosing what techniques and approaches are suitable. The teacher must be able to cultivate students' curiosity because the active process of learning is developed from the curiosity. In learning activities, a teacher must see the mental side of students in that students would take part if a kind of approach is implemented. The physical and social aspects of students must also be considered.

This curriculum leads to the cognitive awareness of children or the knowledge of children, since comprehensive knowledge must be included in active learning. This curriculum is defined in such a way that the curriculum development must be tailored to the needs of the community and the setting in which it is situated. An instructor must give or ask an open question in order for students to be interested in learning and can influence the minds of students to find out about it. Students can investigate or find out after they are encouraged, so that their curiosity is answered.

It can be concluded that the CBSA curriculum is a curriculum that guides or enables learners to improve their way of thinking and to engage actively in learning activities. If the instructor does not establish different methods or techniques that are carried out in learning activities, learning activities may seem monotonous. The importance of being active here is that students have to be mentally, physically, and socially active. Students have a very important role to play in learning programs, so students need to be able to take action, discover, and solve their own problems. The psychological aspect relates to the intellectual mind. The pedagogical aspect concerns on teachers' ability to use methods and strategies that are suitable for learning. In addition, the socio-eco-culture describes the development of curriculum that is able to show the kind of environment and the needs that can benefit the society.

E. The 2004 curriculum (KBK)

KBK is a curriculum that emphasizes the development of the students' abilities to perform tasks with certain standards of skill so that students can experience the outcomes in the form of mastery a certain set of abilities. Therefore, students are guided to build these students' skills, beliefs, attitudes, interests. To ensure that students can do something with full responsibility in the form of capacity, precision and progress. (B., 2013). This curriculum stresses the skills that a graduate of education must have. Competence (ability) which is often called the competency standard is the ability of graduates to generally have to master. Competence is the primary factor for graduates to succeed at the global level because the competition that occurs is human resource. Therefore, the application of competency-based education is expected to generate graduates who can compete at global level. The implication of competency-based education is the development of a competency-based syllabus and evaluation framework. Three key elements must be included in competency-based education, namely (1) the selection of a competency (ability) that is suitable for students, (2) detailed indicators in

evaluation to determine success in achieving competencies, and (3) the implementation of a learning framework (Wahyuni, 2016).

The 2004 curriculum, or what is known as KBK, emphasizes or directs students so that students are developed to have awareness, attitudes, values, interest, or desire to succeed. In this curriculum, students must work on assignments in accordance with students' abilities and the students will see the results of their work as they can master the materials they have learned before. This curriculum is a competency-based curriculum which requires graduated students to have the competence. Why should you have the ability? Because that ability is the provision of students to compete in the global world. Possessing this ability will help learners to face the demands of these times. This curriculum expects students to have (cognitive) awareness, affective understanding, ability to complete the task or problem they face, to have reliable behaviour in making a decision, to have reaction, and to have interest and willingness so that they can learn well.

In terms of psychological aspect, from the physical readiness of students, students are able to follow the learning activities with all competencies they must have. From an emotional perspective, students are required not only for knowledge but also in the process of modifying actions learned from the real world. The materials and methods used are good in terms of pedagogy. The content are taught broadly. Graduates in the KBK curriculum are expected to become competent graduates.

F. The 2006 curriculum (KTSP)

In general, the 2006 curriculum is not much different from the 2004 curriculum, except that the difference lies in who has the power to compile it, which refers to the decentralization of the educational system. Only competency standard and core competences are developed by the central government, while schools are expected to be able to develop them in the form of a syllabus and tests in accordance with the requirements of the school and the region in which the curriculum is implemented. In order to achieve the national education goals, the government develops this curriculum with reference to Standar Nasional Pendidikan (SNP) or what is literally translated as the National Education Standard to guarantee the quality of education. This shift in the curriculum is not anything new. However, it would be a new challenge for an educator to shift the program from KBK to KTSP. As with the teachers who are accustomed to implementing the curriculum, suddenly nowadays they must be expected to play a role in two things, namely as being a curriculum developer at the same time as being a

curriculum implementer (as required in KTSP) which is of course not a simple task (Firmansyah, 2007).

In the Standar Isi (the Content Standard) of 2006 curriculum, it is stated that improving the quality of education through exercise, thought, and sports so that they are competitive in meeting global challenges. This means that in the cognitive, affective, and psychomotor domains, the objectives in education must holistically include knowledge and skills. Based on the characteristics of elementary school students, learning is in accordance with thematic learning. Thematic learning can develop students' abilities in cognitive, affective and psychomotoric aspects, and it can develop high-level skills. Starting at the elementary school level, students are trained to be able to face global competition (Ain & Kurniawati, 2012). The KTSP curriculum is a curriculum that is centered on the potential of students. We can see that the potential of students is included in the psychology section, namely intellectual or knowledge. Why should it concentrate on the ability of students? Because students will be formed to become intelligent human beings with noble character, knowledgeable and cares for their country. This potential is not created without purpose, but this potential is formed to be useful to meet the needs of students in the future.

In socio-eco-culture, this curriculum is also included, since the concept of diversity and inclusion is within this curriculum. It is best to look at the diversity of students, the origin of students, the ethnicity or race of students and the religion of students in implementing the KTSP curriculum. A teacher must be able to adjust, and has a high sense of solidarity with students' background. Individuals must care for their community or nation in socio-eco-culture, just like a teacher must care for their students even when they have distinct background.

G. The 2015/K13 curriculum

The 2015 curriculum or what is known as the 2013 curriculum or K13 is a curriculum that will strengthen the shortcomings of the previous curriculum. This curriculum has three aspects of assessment, namely intelligence aspect or what we call as cognitive aspect, affective aspect related to student behaviour, and the psychomotor aspect related to abilities that students may have. In this curriculum, contextual-based learning allows students to interact and relate learning with daily life. Learning is not only based on monotonous media, such as video, power point, and images. However, students are invited to go straight into everyday life.

In studying mathematics, for example, the teacher not only describes the formulas of space shapes to the students, but the teacher can also invite students to observe the class and objects similar to the shape of the room around them. Then, in studying social studies, the teacher not only explain social studies using lecturing method. However, the teacher can also invite students to practice directly, about interaction, for example. The teacher is able to invite students to speak with their peers. Without knowing it, students have experienced interactions, namely through making a conversation with their friends. The teacher can conclude that interaction is a conversation between two or more people. Likewise, in teaching science, for instance in recognizing the types of leaves, the teacher can invite students to leave the classroom, see various kinds of plants outside, and get to know the leaves directly.

From the psychological aspect, children are required to be involved and teachers are required to be creative. Teachers are expected to be involved in the learning process to create an active, creative, inventive, and enjoyable learning process. It is also important to vary the techniques, models and tactics used by the instructor while teaching. In this way, students are not easily bored in carrying out learning activities. Moreover, students would find it easier to capture learning resources by strengthening learning with daily life. This is important to help educators in achieving the learning goals that students need to accomplish.

Given that the K13 curriculum allows teachers to be innovative, among teachers, but not all teachers, there are also many impacts. Physical exhaustion is one of the examples. The teacher must be serious in planning the lessons every day. Starting from thinking about how to make the media appropriate for the lesson to be taught, thinking about what approaches are in line with the lesson to be taught, searching for what models are suitable for teaching materials, thinking about how students can be involved and understand the lessons quickly, as well as satisfied. Such things need to be planned and written as a lesson plan or what is known as Rencana Pelaksanaan Pembelajaran (RPP).

There are also several good effects, however, that a teacher can get in K13 curriculum. One of them is the growth of teacher's ability. That is, the teacher should engage in training to become more creative, such as upgrading teaching skills, and so on. This can also contribute to teacher's experience of continuing to learn and practice to become more innovative. Furthermore, a teacher's vision and mission can also be easily accomplished. That is to educate the students and generate students with noble character or values. Not only do teachers teach, but also have to educate as well. If you want to

become a professional teacher and many students like it, then a teacher must have four skills, including teacher with pedagogical experience (broad insight), the teacher must have a strong personality that can be imitated by students with a high social attitude so that teachers can see the circumstances of each student, and teachers must also be competent, too. The professional's aim is that a teacher can handle classes as best as possible so that it can generate residual interest and attention, illustrate content in a way that is easy to absorb.

The 2013 curriculum that is currently being implemented, especially in Indonesia, is very good. Why? Since it does not only require students to be smart in the class, not just to master the lesson, but students are also expected to possess good character. Although this curriculum challenges teachers to determine self-development of students every day, this does not discourage teachers from teaching. In fact, this is a good thing to do because the goals you want to reach is easy to achieve.

Issues found in the curriculum

1. The issues of 1947 curriculum

The 1947 curriculum emphasized that teachers must be able to form the character of students so that they have good character and behaviour, and have a social sense of society and the country. The teacher must therefore prioritize the behaviour of students rather than knowledge.

2. The issues of 1952 curriculum

The 1952 curriculum emphasized teachers to have the ability to deliver lesson because the material is linked to everyday life. A teacher, therefore, needs to have an enticing technique or approach in teaching. In addition, a teacher needs to be able to develop students' creativity, sense of work and morality.

3. The Issues of 1975 curriculum

The issue with the 1975 curriculum is that educators are too busy to develop or organize details that will be included in learning activities. Since the program is structured so that educational goals can be achieved in an efficient or good way, therefore, to obtain a successful outcome, the teacher must be good at taking learning steps that can be used in the classroom.

4. The issues of 1994 curriculum

The issue with the 1994 curriculum is that it must meet the society's needs.

As the program must be tailored to the community's needs, it must be adapted to local wisdom in the region, for instance.

5. The issues of 2004 and KTSP 2006 curriculum

The issue with this curriculum is that the teachers are given the mandate to build and develop their own curriculum at that moment. Therefore, many teachers do not know how to use it. In addition, the students are given too a lot of learning material, and it becomes a burden for students.

6. The issues of 2013 curriculum

In order to create an active, creative, inventive and enjoyable learning process, teachers are expected to be creative and active. For the learning process to take place as desired, a teacher must have several tools or techniques used in learning. In the 2013 curriculum, a teacher and students must be active because if only the teacher is active, learning cannot be said to be effective. Therefore, the teacher must invite students to be active in participating in learning so that learning goes well and correctly meets learning desired learning objectives.

Elements of 2013 Curriculum Reform

Changes in the curriculum often occur along with the times in which the developments to the curriculum need to be done. Why curriculum is reformed? Curriculum development is carried out in order to respond all current problems, both internal and external. The internal challenges are educational conditions related to 8 education standards, namely management standards, cost standards, infrastructure and facilities standards, teacher and education personnel standards, content standards, process standards, assessment standards, and graduate competency standards. In accordance with these internal difficulties, a range of initiatives have been carried out in order to achieve the 8 pre-determined criteria for the implementation of education. The aim of the 8 educational standards is to prepare qualified and ready human resources so that our education is more advanced and develop rapidly. Since it is required to produce graduates who are superior, intelligent, valuable, and skilled so that they are able to face the future challenges.

The elements of the 2013 curriculum change can be seen from the perspective of the standard competency of graduates, namely an enhancement and alignment of soft skills and hard skills, which involve competency aspects of attitudes, skills and expertise. The role of subjects (content) includes competencies which were originally derived from

subjects transformed into subjects developed from competencies. Assessment of learning outcomes includes competency-based assessments, more authentic assessments that emphasize process rather than results, assessments not only at KD level, but also on content and SKL competencies, and portfolio activities as the main evaluation. Scouts are the mandatory extracurricular activities. Learning process includes subjects that are taught in an integrated, thematic way. The curriculum structure follows subjects taught in a thematic form. In addition there are fewer subjects, of course.

Based on Permendikbud number 81A of 2013 concerning on the implementation of the 2013 curriculum, it is explained that learning follows the 2013 curriculum, the standard process must follow a five-step scientific approach called scientific learning, namely observing, asking questions, gathering information, reasoning/ connecting, then communicating. If we look at the five steps, this is in line with the elements of change that have been determined, in order to achieve the expected results. In my opinion, in addition to being driven by the components and scientific methods carried out, what is more important than all of this is the professional capacity of teachers to build active and creative learning, which directly involves students so that the process of transmitting the values of attitudes, information and skills expected by the stipulation of the 2013 curriculum can be maximally achieved. In addition, learning is based on an integrative thematic, where the integration of several subjects into one theme, of course, is something new for educators and students. Therefore, the capacity of the teacher to process learning is more important and needs to be centered because educators are the center of learning.

In addition to the process standards, other elements that undergo changes are content standards, as for the form of change, namely competencies that were originally derived from subjects transformed into subjects developed from competencies. The subjects were first determined in the preceding curriculum, then competencies were determined. Whereas in the 2013 curriculum, it is precisely the subjects that are developed from competencies, so that in the 2013 curriculum, integrative thematic subjects are made. This is intended to unit subjects of the same expertise so that there is no duplication or replication of competencies in each subject. I see this as something good and effective in learning, but back to the teachers who are still confused in teaching subjects that are united in a theme. This is a new obstacle, of course, that must be conquered together. In developing a better Indonesian education, not only students, but all parts of the education community must work hand in hand.

Then, another element of change is assessment. The learning assessment for the 2013 curriculum is regulated in Permendikbud number 66 of 2013 concerning Assessment Standards. Generally speaking, the thing that is emphasized in this assessment is an assessment in the form of an authentic assessment. This implies that the evaluation is carried out by looking at the process and results which are considered as equally important. A good process will produce good results, and good results are from a good process. Authentic evaluation is a meaningful assessment, since the value generated is actually a value that should be in line with students' actual skill. In this way, every student's learning progress can be seen more clearly.

CONCLUSION

Several factors are triggering the rationalization or modification of curriculum. The curriculum must be able to see the requirements and circumstances expected by students and the society, so curriculum development is very necessary for educational units. Curriculum is modifiable since it follows the development of time. A curriculum must therefore be developed and organized so that the community's expectations are fulfilled and there is no worry about the future. The curriculum is what will direct the teacher to start a learning process so as to achieve a learning objective. Hence, the curriculum has a very important role in the unit or level of education. The curriculum must be able to mentally prepare students to face the future, so students need to have three aspects such as cognitive (knowledge), affective (attitude) and psychomotor (skills).

REFERENCES

- Ain, N., & Kurniawati, M. (2012). Implementasi Kurikulum KTSP: Pembelajaran Tematik Di Sekolah Dasar. *Inspirasi Pendidikan*.
- Alhamuddin. (2014). Serjarah Kurikulum di Indonesia. *Nur El-Islam*.
- B., M. (2013). Kurikulum Berbasis Kompetensi. *Paradigma*.
- Firmansyah, F. (2007). IMPLEMENTASI KURIKULUM TINGKAT SATUAN PENDIDIKAN (Struktur dan Kendalanya). *Tadris*.
- Ismail Suardi wekke, Ridha windi astuti (2017). KURIKULUM 2013 DI MADRASAH IBTIDAIYAH, IMPLEMENTASI DI WILAYAH MINOTITAS MUSLIM. *Tadris*
- Kadek Dewi Suryantari, Gede Margunayasa, Made Sumantri. (2016). Analisis Kesenjangan Perencanaan Dan Pelaksanaan Pembelajaran Kurikulum 2013 Di Sd

Negeri 4 Kaliuntu. -Journal PGSD Universitas Pendidikan Ganesha Jurusan PGSD. Vol: 4 No: 1

Muhammedi. (2016). Perubahan kurikulum di indonesia : studi kritis tentang upaya menemukan kurikulum pendidikan islam yang ideal. *Raudhah*.

Muhamad Jufri Suryawan, Romadi. (2018). Komparasi Pelaksanaan Kurikulum 1994 dan Kurikulum 2006 pada Mata Pelajaran Sejarah: Studi Kasus di Sekolah Menengah Atas (SMA) di Magelang. *Indonesian Journal of History Education*.

Subandi. (2014). Pengembangan Kurikulum 2013. Jurusan Pai Fakultas Tarbiyah Dan Keguruan IAIN Raden Intan Lampung

Wahyuni, S. (2016). CURRICULUM DEVELOPMENT IN INDONESIAN CONTEXT THE HISTORICAL PERSPECTIVES AND THE IMPLEMENTATION. *UNIVERSUM*, 10(1).

<https://doi.org/10.30762/universum.v10i1.225>