

Curriculum Development in West Sumatra Context of The Historical Perspectives and The Implementation

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Abstract—This article aims at discussing the development of curriculum especially in West Sumatera context. One of the important aspects relating to the implementation of education is the development of curriculum. Curriculum as a set of plans and systems about the goals/objectives, contents and materials and methods used to carry out teaching and learning process to achieve certain education goals plays an important role in national education. Curriculum as the component of education is dynamic, always changing over time. The changing is really important to keep up with the development of the society, the demand of the students' need, and the progress of science and technology. The development of education curriculum in a certain country, included West Sumatera, can reflect the development of the country. In Indonesia especially west sumatra, the national curriculum has been changed many times. However, the entire national curriculum is designed on the same basis, *Pancasila* and 1945 Constitution.

Keywords—curriculum development, national education, Indonesian context

I. INTRODUCTION

The word “curriculum” generally refers to a series of courses that help learners achieve specific academic or occupational goals. A curriculum often consists of general learning objectives and a list of courses and resources. Some curricula are more like lesson plans, containing detailed information about how to teach a course, complete with discussion questions and specific activities for learners. Curriculum is a plan developed to facilitate the teaching and learning process under the direction and guidance of a school, college, or university and its staff members.

Curriculum development includes a variety of activities around the creation of planned curriculum, pedagogy, instruction, and delivery methods for guiding student learning. It is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. The curriculum change is a logical consequence of the change the political system, social, cultural, economic and science.

II. THE NOTION OF CURRICULUM DEVELOPMENT PROCESS

Curriculum is a set of principles and procedures for the planning, implementation, evaluation, and management of an educational program [1]. However, curriculum is open to a variety of definition, narrow and wide. In its narrowest sense, it is synonymous with the term syllabus, as in specification of the content and the ordering of *what* is to be taught. [2]

The Curriculum Development is charged with the responsibility to operationalize the Curriculum Development process. Accordingly, the work of the division may be more adequately described as designing, developing, implementing, monitoring, evaluating and reviewing curricula that are appropriate and relevant to the needs and interests of a developing nation. (See figure.1)

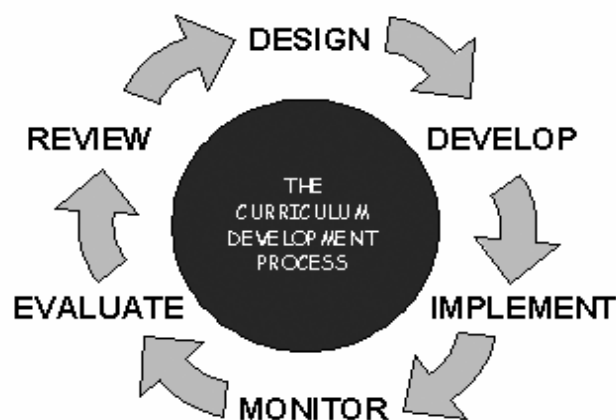


Fig 1. The Curriculum Development Process

In designing stage, it involves all the preliminary work that is carried out to ensure that the curriculum is relevant, appropriate and workable. At this stage, the curriculum is conceptualized and attention is paid to arrangement of the varied components. Considerations include the focus on the philosophical underpinnings, need assessment, goals, objectives, subject matter (materials), learning

experiences and evaluation; all established in consultation with stakeholders. [3]

The next stage is development. In this stage, curriculum development involves planning, construction and the logical step-by-step procedures used to produce written documents, as well as print and non-print resource materials. These documents may include vision statements, goals, standards, performance benchmarks, learning activities and instructional strategies, interdisciplinary connections, and other integration activities that guide curriculum implementation.

Then, in implementation stage, all stakeholders become part of the process by making their contribution to operationalize the curriculum as designed and developed [1]. The process is managed by the officers of the Curriculum Development Division. It requires interaction between officers of the division, principals, teachers, parents, students and the general public, all key in the education of the child. Since implementation is a change activity, the Curriculum Development Division also engages in service teacher education through seminars and workshops to facilitate the required alteration of individuals' knowledge, skills and attitude.

In evaluation stage, officers engage in analyzing data collected on the field to determine the effectiveness of the curriculum design and its implementation as they relate to the child.

And the last stage, is reviewing in which the information gained from data analysis is used to guide appropriate adjustments to the curriculum documents. Such adjustments incorporate the strengths and address any apparent weakness of the implemented curriculum.

III. THE HISTORY OF CURRICULUM DEVELOPMENT IN INDONESIA

The historical development of education in Indonesia is indicated by the development of the curriculum. The national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013 [4]. The entire national curriculum is designed on the same basis, the *Pancasila* and 1945 Constitution; the different emphasis on basic education goals and implementation approach. Based on the Indonesia country of West Sumatera, there is the same to change of curriculum.

1. Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947 (a Subject Plan 1947/ *Rencana Pelajaran 1947*). As quoted by Hien, said that the curriculum was outlined into three columns: class, Contact-hour per week, and teaching materials. The curriculum was organized to replace Netherlands educational system, and developed to establish the Indonesian especially West Sumatera people character. [3]

In 1952, there was improvement of curriculum in Indonesia, especially West Sumatera which is known as unravel Subject Plans 1952 (*Rencana Pembelajaran Terurai 1952*). Then, the 1953 curriculum leads to the curriculum of national education system in which every lesson plan must consider the content of the subjects connected to everyday life.

In 1964, Indonesia government improved the national educational system. The name was the Education Plan 1964, and the learning program focused on *Pancawardhana*. Concerning *Pancawardhana*, Tilaar stated that it is an educational policy which contains principles of the development of patriotism based on national, international, and religious orientation. [4]

The next curriculum development, was in the year 1968 (curriculum 1968). The curriculum change was colored by the political change from the Old Order to the New Order. Basic views and concepts relating to the educational foundation, such as objectives and contents were reformulated [5]. The education foundation was *Pancasila*, the objective was to form Indonesian, like West Sumatera, the people who applied the spirit of *Pancasila*, and the contents of education were to solidify the students' morality, mentality and faithfully, to enhance the student's intelligence and skills as well as to develop the students physic.

2. Curriculum 1975, 1984, and 1994

In 1984, the curriculum 1984 was established to rectify the curriculum 1975. The previous curriculum was considered no longer compatible with the needs of communities and the demands of science and technology. The structural approach applied in the curriculum 1975 had not been successful yet, especially viewed from the students' need to have communicative competence. The curriculum 1984, oriented to instructional goals, and learning in the classroom must be functional and effective. The teaching approach was student-centered through students' active learning system (Cara Belajar Siswa Aktif— CBSA) to improve students' communicative competence. [6]

By the year 1994, the curriculum 1984 was considered that it needed to be revised. The learning process in the previous curriculum emphasizes the theory of learning and less attention to the content of lesson. The curriculum 1994, was established as the completion of the curriculum 1984 with the Education Law No.2 in 1989 about National Educational System. This curriculum applied a meaningful-based approach, like communicative approach, and the system of learning time was changed from the semester to the quarter system.

3. Competence-Based Curriculum (CBC, The Curriculum 2004)

As a response to the structural change in the government from centralistic to decentralist, the curriculum 1994 needed to be refined. It was a logical

consequence the implementation of The Act No. 22 and 25 in 1999 about Regional Autonomous. At the time, the curriculum developed was called Competence-Based Curriculum which focused to developing ability to do (competence) duties in accordance with certain performance standards that had been set. Based on the Decree of the Minister of Education No. 045/U/2002 about Core Curriculum. Competence curriculum was a set of intelligent action, so a competence person has full responsibility as a condition to be considered capable by the society in carrying out tasks in a particular field of work.

The curriculum-based competence used semester of learning time system, and emphasized on students' competency both individual and group (classical), process assessment, results-oriented learning (learning outcomes) and diversity. The activities in the classroom, students are no longer objects, but the subject, and the teacher's role is only as facilitators. Based on Decree of the Minister of National Education No. 232/U/2000, the curriculum structure is based on learning objectives--(1) Learning to know, (2) learning to do, (3) learning to live together, and (4) learning to be.

For the format of the curriculum 2004, based on PP No. 25/2000, the Ministry of Education developed national standards for all subjects, which is included the four components: (1) competence standards, (2) basic competence, (3) subject matter, and (4) indicators of achievement. Competence standard is defined as the roundness of knowledge, skills, attitudes, and achieved at the expected level of mastery in learning a subject, in which consists of content standard and performance standard. Basic competence is the minimum standard of knowledge, skills and attitudes that must be mastered and can be modeled by students in each competency standard. Subject matter or instructional material is the subject of a study of materials which can be a field of teaching, content, process, skill, and scientific context of a subject. Then, the indicators of achievement are the specific abilities that can be used as a measurement to assess the completeness of learning.

Technically, the CBC developed Puskur (2001) grouped into three levels of competence, namely (1) competence of graduates (KL— Kompetensi Lulusan), namely the competencies that should be owned by students after they complete a certain level of education (SD / MI, SMP / MTs, SMU / MA), (2) general competencies (KU—Kompetensi Umum), namely the competencies that should be owned by students after they followed certain subjects at certain educational levels, and (3) basic competence (KD—Kompetensi Dasar), which is essential competencies that should be owned students when they follow a particular subject at a particular time unit. In practice, the three levels of competence has become the reference in carrying out instructional duties in schools.

4. School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school) [5]. This curriculum is implemented based on some regulations, namely:

- a) The Act (UU) No.20 in 2003 about National Education System.
- b) The Act (UU) No. 32 in 2004 about Regional Autonomy, included in Education.
- c) The Government Regulation (PP) No. 19 in 2005 about National Education Standard.
- d) Ministerial Decree (MD) No. 22 in 2006 about Content Standard (SI)
- e) Ministerial Decree (MD) No 23 in 2006 about Graduate Competence Standard (SKL)
- f) Ministerial Decree (MD) No. 24 in 2006 about Thye Implementation of SI and SKL.

The essential difference between the Competence-Based Curriculum (CBC) and School-Based Curriculum (SBC/KTSP) actually did not exist. Both had a set plan of competencies oriented and learning outcomes of students.

Development Education Unit Level Curriculum (KTSP) refers to the various national education standards to ensure the achievement of national education goals. The government regulation is landing on the need to provide structured and carried out eight national education standards: (1) content standard, (2) process standard, (3) graduate competence standard, (4) educational personnel standard, (5) facilities and infrastructure standard, (6) management standard, (7) financial standard, and (8) educational assessment standard. Two of the eight national education standards, namely the Content Standards (SI—Standar Isi) and the Graduates Competency Standards (SKL—Standar Kompetensi Lulusan) are the main reference for the education unit in developing the curriculum.

The principles of Development Education Unit Level Curriculum (KTSP) are as follows:

- a) Centered on the potential, progress, needs, and self – interests of learners and their environment;
- b) Diverse and integrated;
- c) Responsive to the development of science, technology and art;
- d) Relevant to the needs of life;
- e) Comprehensive and sustainable;
- f) Lifelong learning;

and the components of Education Unit Level Curriculum (KTSP) consist of (1) Purpose of Education School, (2) Structure and Curriculum Content, (3) Education Calendar, (4) Syllabus, and (5) Learning Implementation Plan (RPP).

5. The Curriculum 2013

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013; however, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge. [7]

IV. CONCLUSIONS

Curriculum development is the organized preparation of whatever is going to be taught in schools at a given time in a given year. They are made into official documents, as guides for teachers, and made obligatory by provincial and territorial departments. The change of curriculum in Indonesia education is in line with the meaning of the current reform of education and learning which are always carried out from time to time and never stopped. The changes of curriculum means that the purpose of improving quality of their education and learning. However, it is not deniable that the changes of a curriculum is affected by the political atmosphere at the time.

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