



Evolution of The Education Curriculum in Indonesia

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Abstract: The Indonesian national curriculum has changed several times, more than ten times, to be precise. These changes are logically the result of science learning on political issues, government systems, social culture, economics, and technological science in public society. This research aims to determine the curriculum development implemented in Indonesia from a historical perspective. The method used in this research is qualitative. Collecting research data uses documentation and library techniques. This study identifies key findings from related research and examines curriculum development in Indonesia using a systematic literature review (SLR) based on the PRISMA approach. The results of data collection were then analyzed using qualitative descriptive analysis techniques. The results of this research show that the history of the curriculum that has been implemented in Indonesia from a comparative study perspective can be traced from the curriculum before independence (curriculum during the VOC, Dutch East Indies, and Japanese Occupation) to the curriculum after independence, including those from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and Merdeka curriculum. The continuous evolution of the curriculum highlights the government's commitment to improving education and ensuring that it remains relevant in an ever-changing world.

Keywords: curriculum history; curriculum development; indonesia education

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INTRODUCTION

The history of the curriculum in Indonesia reflects the long journey and dynamics of the education system in adapting to the times, values, and demands of society. As an essential education component, the curriculum is a frame of reference that determines the learning materials, teaching methods, and evaluation processes used in schools. The curriculum ensures that education remains relevant to societal needs and can effectively prepare students for future challenges. It performs three main functions: first, it helps adapt the education system to current societal and educational demands. Second, it serves as a guide for implementing appropriate teaching strategies and learning approaches. Third, it assists in developing operational action plans at both educational and administrative levels to improve the overall system (Li et al., 2023; Syomwene, 2020). Throughout history, the Indonesian curriculum has undergone numerous transformations in response to various external influences. These transformations are shaped by political, social, and cultural changes that impact the direction and priorities of education. As a result, the curriculum continues to evolve to ensure that it remains aligned with the country's educational goals and societal expectations.

At the beginning of the 20th century, the Dutch colonial system still heavily influenced education in Indonesia. The curriculum at that time was designed primarily to serve the interests of the colonial government. It tended to be elite and limited, focusing on training bureaucrats and educated workers (Setiawan & Suwandi, 2022; Sinaga, 2018). Indigenous people had minimal access to quality education, as the curriculum was structured to benefit the colonial rulers. After Indonesia gained independence in 1945, significant changes were made to the education system. Education was then directed at shaping national character and fostering intelligent and independent citizens. In 1952, the Indonesian government introduced the Basic Concept of Education. This curriculum emphasized national education based on Pancasila and encouraged a strong national identity (Gultom et al., 2021; Iramdan & Manurung, 2019).

President Soekarno's government emphasized education as a crucial tool for national struggle and development in the Old Order era. The curriculum implemented during this period was designed to instill a strong sense of nationalism and perseverance among students. The educational content primarily focused on fostering patriotism and preparing the younger generation to contribute to the nation's progress. However, after the political transition in 1966, the New Order under Suharto introduced significant changes to the educational system. One of the major reforms was the introduction of the Competencies-Based Curriculum (KBK) in 1975 (Herliana, 2013; Nuraini, 2020). KBK was designed to produce graduates better prepared for the workforce by emphasizing practical learning and skill development (Abdurrahman, 2020; Hvidberg et al., 2021; Sousa et al., 2023). Despite its intended benefits, KBK underwent a significant revision in 1984 when the government replaced it with the Education Unit Level Curriculum (KTSP). KTSP gave schools greater autonomy in developing

curricula that suited local needs and student characteristics. While this approach was intended to enhance educational relevance and flexibility, its implementation faced several challenges, including unclear evaluation standards and difficulties in applying the curriculum consistently at the national level.

As time passed, Indonesia began to face increasing demands from globalization and rapid technological advancements. These changes required the education system to adapt to produce competitive graduates in the global workforce. In response, the government introduced the Education Unit Level Curriculum (KTSP) in 2006 as an improvement over previous curricula. This curriculum allowed schools to innovate and tailor their programs to local needs while adhering to national education standards (Mustofa & Musri'ah, 2018). However, recognizing the need for further refinement, the government launched the 2013 Curriculum as a new approach to learning. This curriculum strongly emphasized character development, mastery of competencies, and practical application of knowledge in daily life (Kurniaman & Noviana, 2018). Despite receiving mixed responses from educators and policymakers, the 2013 Curriculum became a foundation for ongoing educational reforms in Indonesia. Indonesia has adopted the Merdeka curriculum further to enhance the quality of education and human resources. The Merdeka curriculum initiative aims to equip students with the necessary skills and experiences to face global challenges through flexible learning pathways. By continuously evolving its education system, Indonesia strives to prepare its future generations for an increasingly competitive world (Gumilar et al., 2023; Rahmadayanti & Hartoyo, 2022).

The history of the curriculum in Indonesia reflects the continuous evolution of the education system, adapting to societal needs and changing times. Initially, the education system was heavily influenced by colonial policies, which prioritized administrative skills and served the interests of the ruling government. However, after gaining independence, Indonesia shifted its educational focus towards fostering national identity and character development. Over time, the curriculum underwent several transformations to align with the country's developmental goals and global challenges. One significant change was emphasizing practical skills, ensuring graduates were better prepared for the workforce. Additionally, the curriculum has adapted to technological advancements, integrating digital literacy and modern teaching methodologies. These adjustments demonstrate that education in Indonesia remains dynamic and constantly evolving to meet future demands. Through this historical journey, the curriculum continues to play a vital role in shaping the nation's next generation and ensuring their competitiveness on a global scale.

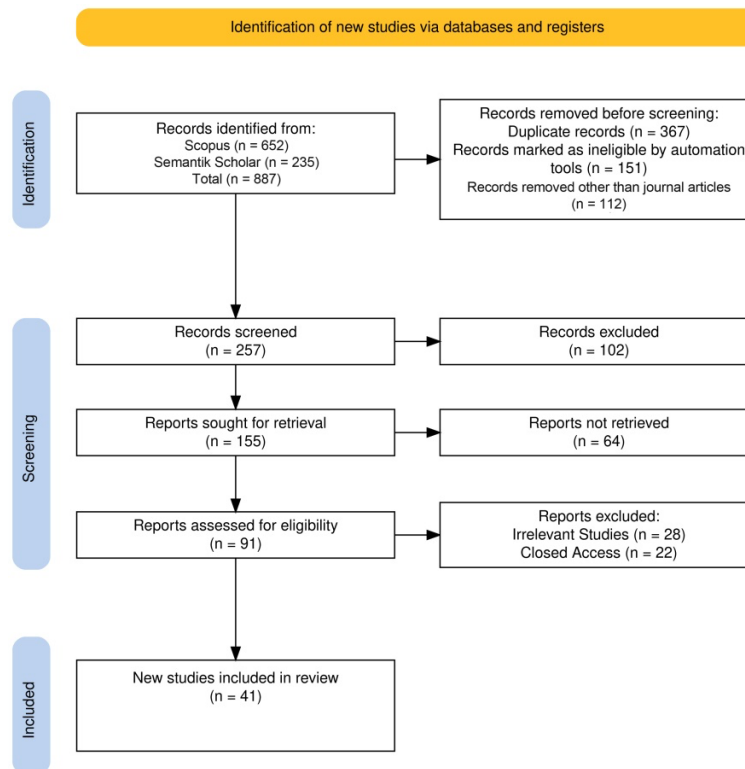
METHODS

Using the Systematic Literature Review (SLR) methodology, this study follows the 2020 edition of PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This method is intended to provide systematic and transparent work practices in identifying, assessing, and analyzing relevant literature on curriculum development in Indonesia. By using PRISMA, we can ensure that the research process includes structured data from identification to presentation of results (Yepes-Nuñez et al., 2021). A comprehensive literature search using Harzing Publish or Perish, with specific searches conducted in Scopus and Semantic Scholar, is the first step in the research process. Relevant keywords, including "Indonesian Curriculum Development" and "Indonesian Education Development," were used in the search. The following table describes the inclusion and exclusion criteria:

Table 1. Article Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Published between 2017 – 2024	Published before 2017
Scopus and SINTA-indexed journals	Non-Scopus and Non- SINTA indexed journals
Relevant studies on "Curriculum" and "Indonesia."	Irrelevant articles
Types of journal articles	Other than journal articles
Open access articles	Close access articles

Search results were filtered based on abstract and title to ensure that articles met the inclusion criteria. Full texts of eligible articles were thoroughly examined to evaluate their relevance and quality. A detailed analysis of the collected data helped identify crucial themes, including the evolution of Indonesia's education curriculum from the pre-independence era to the present. This process adhered to the PRISMA framework, which involved developing a flowchart to illustrate the sequential steps in the study selection process (Fărcașiu et al., 2023).

**Figure 1.** Article Selection with PRISMA Model

RESULT AND DISCUSSION

Through a literature review, the author found 41 articles that met the criteria determined by the researcher, with articles published between 2018 and 2024, and became the basis for discussing the development of the education curriculum in Indonesia. These articles can be seen in the table below:

Table 2. Literature Review Result

Article Title	Author
Sistem Pendidikan di Indonesia Pada Masa Portugis dan Belanda	Nurwahyuni & Hudaidah, 2021
Sejarah pendidikan Indonesia dari masa ke masa membentuk karakter pribadi pribumi bangsa	Rahayu, 2020
Sistem Pendidikan di Indonesia Pada Masa Portugis dan Belanda	Riska & Hudaidah, 2021
Sejarah Kurikulum di Indonesia	Iramdan & Manurung, 2019
Perkembangan sosial masyarakat pada masa penjajahan	Nasution & Aulia, 2023
Studi Historis Perkembangan Sistem Pendidikan Di Indonesia	MH et al., 2022
The History of Curriculum in Indonesia: A Literature Study	Oktavia et al., 2023
Curriculum Development in Indonesia from a Historical Perspective	Abidin et al., 2023
The Development of Indonesia National Curriculum and Its Changes: The Integrated Science Curriculum Development in Indonesia	Setiawan & Suwandi, 2022
Curriculum Reform in Indonesia: English Education Toward The Global Competitiveness	Pajarwati et al., 2021
Indonesian curriculum reform in policy and local wisdom: Perspectives from science education	Suprpto et al., 2021
Literature and Its Learning in the Perspective of Curriculum Development History	Umar, 2021
Perkembangan Kurikulum Pendidikan Indonesia dari Masa ke Masa	Hudaidah & Ananda, 2021
Sejarah Perkembangan Kurikulum Di Indonesia Sejak Awal Kemerdekaan Hingga Saat Ini	Insani, 2019
Perubahan kurikulum di indonesia: studi kritis tentang upaya menemukan kurikulum pendidikan islam yang ideal	Muhammedi, 2019

Teaching Methods in Indonesian Curriculum	Darmawanti, 2021
CURRICULUM DEVELOPMENT IN INDONESIA: HISTORICAL STUDY	Batubara & Davala, 2023
Development of Pluralism Education in Indonesia	Nurman et al., 2022
Character Education Values of Radin Inten II's Against the Dutch Colonization for Learning Local History	Anggraeni et al., 2022
The Historical Dimensions of The Social Studies Education Curriculum in Indonesia	Marsiana, 2021
Christian Religious Education, Null Curriculum, Learning Strategies, and Inclusiveness in Indonesia	Prasetiawati, 2022
Vocational education in Indonesia: History, development, opportunities, and challenges	Pambudi & Harjanto, 2020
Pendidikan Indonesia pada Masa Pendudukan Jepang	Muslimin & Hudaidah, 2021
Pendidikan di Indonesia Masa Pendudukan Jepang	Hudaidah & Karwana, 2021
Perkembangan Pendidikan Di Indonesia: Systematic Literature Review	Hidayat et al., 2022
Curriculum Reform in Indonesia: From Competency-Based To Freedom Of Learning	Simarmata & Mayuni, 2023
Politics of Education in Curriculum Development Policy in Indonesia from 1947 to 2013: A Documentary Research	Fanani et al., 2020
Dinamika Kurikulum Pendidikan Di Indonesia Pada Tahun 1945-1965	Palupi & Kumalasari, 2018
Pendidikan Indonesia Di Era Awal Kemerdekaan Sampai Orde Lama	Aisy & Hudaidah, 2021
School Teachers and Soft Decolonisation in Dutch-Indonesian Relations, 1945-1949	Suwignyo, 2022
The American influence in Indonesian teacher training, 1956-1964	Suwignyo, 2018
Peraturan Kebijakan Pendidikan Di Indonesia Pada Masa Orde Lama, Orde Baru, Reformasi, Dan Kabinet Kerja	Datumula, 2021
Perkembangan Pendidikan Indonesia Setelah Tahun 1965 Sampai Runtuhnya Orde Baru	Kusmawati et al., 2023
Dinamika Perkembangan Kurikulum di Indonesia	Nuraini, 2020
Kurikulum Di Indonesia: Tinjauan Perkembangan Kurikulum Pendidikan Kurikulum 2004/KBK Kurikulum Berbasis Kompetensi	Sari, 2022
Analisis Perbandingan KBK Kurikulum Berbasis Kompetensi, KTSP Kurikulum Berbasis Sekolah, Dan Kurikulum 2013	Muqorrobin & Nisak, 2018
Implementasi Kurikulum 2006/KTSP (Kurikulum Tingkat Satuan Pendidikan)	Sugianto, 2022
PENERAPAN KURIKULUM 2013 DALAM MENINGKATKAN KETERAMPILAN, SIKAP, DAN PENGETAHUAN	Mustofa & Musri'ah, 2018
Kelebihan Dan Kekurangan Kurikulum Merdeka Pada Pembelajaran Sejarah Dalam Perspektif Historis	Kurniaman & Noviana, 2018
	Almarisi, 2023

In the early 16th century, almost a hundred years before the Dutch arrived, Portuguese traders established settlements in the eastern region of Indonesia, a source of spices (Riska & Hudaidah, 2021). Often, they came with missionaries who attempted to introduce Catholicism to the local population, and the most successful group in this effort was the Jesuit Order led by Feranciscus Xavier. Xavier saw education as an effective means of spreading religion (Iramdan & Manurung, 2019). 1536 Portuguese ruler Antonio Galvano established the first education system in Maluku, Indonesia. After Portuguese rule ended, the Dutch formed a new government in Indonesia. When the Dutch formed the VOC, a business cooperation system, their main mission was to promote their religion (Nasution & Aulia, 2023). To support this goal, they began to establish schools in various regions of Indonesia to spread the religion they believe in (MH et al., 2022). However, as time passed, the VOC realized the importance of education in managing administration and economic resources. Therefore, there was an increasing emphasis on education oriented toward the economic and administrative interests of the VOC (Oktavia et al., 2023). During the reign of the VOC (*Vereenigde Oost-Indische Compagnie*) in the Dutch East Indies, the history of the curriculum in Indonesia underwent several changes that reflected the objectives of the colonial government at that time (Abidin et al., 2023). The educational curriculum was arranged to support the VOC's interests in managing resources and maintaining its regional power. Around 1617, Jakarta witnessed the establishment of the first educational institution during the VOC era. The main goal is to train competent human resources to meet the needs of the VOC (Setiawan & Suwandi, 2022). The colonialists controlled the education system in this school, and only after independence could Indonesia manage its own education system. During the colonial period, the Dutch government organized various types of schools in Indonesia to meet the educational needs of various levels of society (Pajarwati et al., 2021). Education in the colonial period can be divided into two main periods, namely during the VOC (*Vereenigde Oost-indische*

Compagnie) and the Dutch East Indies government after the VOC (Nederlands Indie) (Suprpto et al., 2021).

During the VOC era, the curriculum primarily focused on teaching practical skills, such as reading, writing, and arithmetic, to support colonial administration (Umar, 2021). The primary objective of this education system was to create a workforce that could assist the Dutch in managing local governance and trade. However, access to education for native Indonesians was deliberately restricted to prevent the emergence of educated leaders who might challenge VOC authority. This policy aligned with the broader colonial strategy of maintaining control over local resources and society for economic and political gain. Although the number of schools increased over time, the curriculum remained centered on fulfilling Dutch colonial interests rather than fostering intellectual or social development among the native population. The VOC designed the education system as a tool of oppression, ensuring that the indigenous people remained dependent on colonial rule. This strategy highlights how education was manipulated to sustain foreign dominance rather than empower the local populace. The history of the curriculum during the VOC era reflects the broader dynamics of colonial powers using education as an instrument of control in the Dutch East Indies.

Curriculum during the Dutch East Indies

The history of the Indonesian education system dates back to the 16th century, during Portuguese colonial rule. At that time, educational institutions were established primarily to serve the needs of European citizens residing in the region. The main objective was to provide a workforce with basic skills while keeping labor costs low (Nasution & Aulia, 2023). During both Portuguese and Dutch rule, education incorporated religious elements, although the approaches taken by each colonial power differed significantly. Catholic teachings heavily influenced the Portuguese education system, whereas the Dutch government maintained a neutral stance on religious education in state schools. As the education system developed under Dutch rule, various levels of schooling were introduced to accommodate different societal needs. These included primary education, known as *Lager Onderwijs*, which provided basic literacy and numeracy skills. Secondary education, referred to as *Middlebaar Onderwijs*, was designed for students seeking higher academic achievements. Additionally, vocational education, known as *Vokonderwijs*, was established to equip students with practical skills for the workforce (Hudaidah & Ananda, 2021).

After the dissolution of the VOC, the Governors or Commissioners General faced the challenge of rebuilding the education system from the ground up. Education during the VOC era was deemed a complete failure, leaving no foundation to build upon (Insani, 2019). The new colonial government, influenced by the ideas of the liberal *Aufklärung* or Enlightenment movement, saw education as a crucial tool for achieving economic and social progress (Muhammedi, 2019). They believed that providing education could help modernize society and improve the quality of life for both Europeans and indigenous people. In 1808, under orders from King Lodewijk, a Dutch governor named Deandels attempted to reform the colonial administration and reduce the suffering of the common people. One of his main initiatives was to abolish the slave trade, which was seen as an inhumane practice. However, despite his intentions, Deandels' policies did not bring relief to the people. Instead, his enforcement of a forced labor system led to greater exploitation and suffering, as corruption became rampant within the colonial administration. Ultimately, his reforms failed to create meaningful improvements and instead deepened the hardships faced by the indigenous population.

When the Dutch first arrived in Indonesia, they introduced an education system closely following European school patterns. The primary goal of this system was to create an elite class that was educated according to Western norms and values. To achieve this, the Dutch used their language as the primary medium of instruction, making education less accessible to the local population (Darmawanti, 2021). Dutch colonial pedagogy was based on several key principles, including dualism, gradualism, central control, limited targets, strict coordination, and the absence of a standardized curriculum. The education system was designed to prioritize the needs of Dutch children, focusing more on their intellectual and social development. As a result, most indigenous Indonesians were excluded from receiving the same level of education as Dutch children. Only a small group, primarily consisting of nobility and wealthy families, could afford the expensive schools that followed the Dutch system. Additionally, social segregation was strictly maintained, as the Dutch authorities discouraged interaction between Dutch students and local children, who were often perceived as having lower educational capabilities (Batubara & Davala, 2023). This colonial-era education system ultimately reinforced social inequality and limited educational opportunities for most Indonesians.

Since the Dutch took over the position of the VOC and reestablished their government in the Dutch East Indies after 1816, the idea emerged to create educational institutions for native children (Nurman et al., 2022). The primary goal of these schools was to train human resources to serve in government positions, particularly in resident offices. To achieve this, the Dutch implemented a curriculum that followed an ethnic approach, adapting education to different cultural groups. Efforts were made to integrate local cultural elements, although the Dutch maintained strict control over the education system (Anggraeni et al., 2022). One significant change was the gradual recognition of regional languages, which were introduced at certain levels of education.

However, European influence remained dominant in curriculum content and teaching methods despite this adaptation. The Dutch government established various types of schools with different language policies. Some schools used Malay, Indonesian, or regional languages as the medium of instruction, making education more accessible to native students. Meanwhile, other schools used Dutch as the language of instruction, which was often reserved for elite students who were expected to serve in higher administrative roles (Marsiana, 2021).

At a certain point, the curriculum's focus shifted toward religious education. Christian and Catholic schools were granted permission to teach their respective religious doctrines. This shift led to the emergence of various religious educational institutions, which became one of the defining characteristics of the curriculum at that time (Prasetiawati, 2022). The Dutch colonial government prioritized religious education as part of their strategy to influence the local population. However, in 1826, the education sector faced significant disruptions due to austerity measures imposed by the Dutch administration. As a result, formal schooling was only accessible to Indonesian children who adhered to the Christian faith. This restriction was primarily caused by the severe financial difficulties experienced by the Dutch government, which stemmed from the costly Diponegoro War (1825-1830) that claimed many lives. Additionally, the ongoing conflict between the Netherlands and Belgium (1830-1839) further strained the Dutch economy, exacerbating the limitations on educational opportunities (Iramdan & Manurung, 2019). Consequently, access to education during this period was heavily influenced by both religious and economic factors. Meanwhile, higher education during the Dutch East Indies colonial period focused on forming bureaucrats and leaders loyal to the colonial rulers. Universities and higher institutions were founded to produce intellectuals who supported Dutch colonial policies. Along with the needs of the colonial economy, attention to technical and vocational education increased. This involves education in the agrarian, technical, and trade fields to meet labor needs in these sectors (Pambudi & Harjanto, 2020). The history of the Indonesian education curriculum during the Dutch East Indies reflects the dynamics of the relationship between colonial rulers and local communities, with changes in curriculum orientation reflecting the evolution of Dutch political and economic goals in the region.

Curriculum during the Japanese occupation

During the Japanese occupation of Indonesia during World War II, there were significant changes in the education system, including the curriculum. Japan, which controlled Indonesia from 1942 to 1945, aimed to consolidate its power through political and social approaches (Muslimin & Hudaidah, 2021). When the Japanese took over educational administration, they designed a new curriculum that reflected Japanese values and interests. This curriculum emphasizes education on patriotism, discipline, and technical knowledge, which is considered to support Japanese military goals (Hudaidah & Karwana, 2021). In that period, all elementary school levels with their various levels were completely abolished, and what remained was only an elementary school for the Indonesian people, known as *Kokumin Gako* (6 years in duration). This type of education places less emphasis on learning content, where children are educated to help Japan in military conflicts and undergo military training at school. During the Japanese government, the curriculum was implemented with the aim that society could contribute to Japan's defense (MH et al., 2022). Therefore, what was taught during that period was changed according to Japanese wishes, starting from changing the language from Dutch to Japanese. Exact science subjects were also changed, including local content such as natural sciences. Subjects such as earth sciences, history, and statecraft, which were previously focused on the Netherlands, have now shifted to Japan, especially Greater East Asia (Hidayat et al., 2022). In 1942, Japan replaced the *Algemeene Middelbare School* (owned by the Netherlands) with a High School (SMT) with a learning duration of 3 years. Important to note in the SMT curriculum is the prohibition on using Dutch, where the official language of instruction is Indonesian. In addition, there is an obligation to study Japanese as a subject, investigate Japanese customs, emphasize Japanese history, and understand earth sciences in a geopolitical context (Insani, 2019). The curriculum includes general subjects such as Indonesian, mathematics, and geography. In 1942, Japanese also began to be taught at this school. Japan took control of the education sector in Indonesia and experienced fundamental changes in the education system. Japanese education policy in Indonesia stopped operating all schools previously established by the Dutch, only allowing indigenous schools to continue operating. Japan used education to support its war efforts, training students with a focus on developing military spirit (Muslimin & Hudaidah, 2021). Aspects of Japanese morality are embedded in the educational process, and teachers are also directed to teach according to the policies set by Japan.

Although the curriculum during the Japanese occupation reflected Japanese dominance, its influence on the Indonesian education system was not long-lasting. The Japanese government imposed a curriculum that emphasized loyalty to Japan and restricted teaching subjects that could foster nationalist sentiments. Education was utilized to instill the spirit of Greater East Asia nationalism and foster loyalty to Japan. The curriculum was restructured by eliminating Dutch influences, replacing the language of instruction with Indonesian, and incorporating Japanese language lessons. However, this education system also had negative consequences, such as limited access to education due to the closure of many schools, a curriculum that prioritized

indoctrination over knowledge, and the exploitation of students for labor and military purposes. As a result, the quality of education declined, and many students were forced to endure challenging learning conditions amid the wartime situation (Ambiya & Jasyusman, 2022). However, this control was short-lived, as Japan surrendered in 1945 following its defeat in World War II. Soon after, Indonesia declared independence, marking a significant turning point in the nation's educational landscape. With independence, there was an urgent need to restructure the curriculum to align with Indonesia's national values and interests. The newly formed government sought to remove elements of Japanese propaganda and replace them with subjects that promoted national identity, unity, and self-determination. This transition allowed Indonesia to develop an education system no longer dictated by foreign powers. As a result, the curriculum began to reflect the aspirations of an independent Indonesia, emphasizing local culture, history, and national development.

Curriculum 1947

The 1947 Curriculum is an important milestone in the history of curriculum development in post-independence Indonesia. After the proclamation of independence in 1945, Indonesia faced major challenges in reconstructing the education system previously influenced by Dutch colonialism (Simarmata & Mayuni, 2023). Since the beginning of independence, "curriculum" has been the Dutch term "Leer Plan," which can be translated as a lesson plan. This curriculum consists of two main elements: a list of subjects, teaching hours, and teaching outlines (Oktavia et al., 2023). In this period, the curriculum still reflected the influence of the Dutch and Japanese colonial education systems, so it only continued the previously existing learning plans.

The 1947 curriculum was introduced as a step to change the education system previously dominated by Dutch education policy. This curriculum reflects the spirit of nationalism and the desire to form a young generation with a national identity and love for their homeland (Insani, 2019). The 1947 curriculum can be considered a replacement for the Dutch colonial education system, with aims that focus more on character formation, national awareness, and concern for society rather than just emphasizing aspects of thought (Fanani et al., 2020; Suwignyo, 2022). Implementing the 1947 curriculum did not focus on cognitive aspects but focused more on character building, especially the formation of a sense of nationalism. The main objective of the 1947 Lesson Plan curriculum is the next program. This program is structured into two parts: regional languages and Indonesian. The subject structure in the 1947 Lesson Plan curriculum has a separate nature or is known in the curriculum context as a separated curriculum (Abidin et al., 2023). The 1947 Curriculum had distinct characteristics, including a clear separation between subjects in 1946-1947, the use of specific teaching methods by teachers in schools, and variations in the number of subjects across different levels of education.

Based on the explanation above, it can be understood that the concept of the 1947 Curriculum is still simple, only functioning as a learning plan that will be implemented in the classroom. Therefore, this curriculum does not cover all the experiences that students will experience, both inside and outside the classroom. Although the 1947 curriculum positively strengthened the spirit of nationalism among students, the evolution of the curriculum in Indonesia continued over time. Even so, the legacy of the 1947 Lesson Plan remains an important foundation in the history of Indonesian education, reflecting the spirit of change and strong national identity.

Curriculum 1952

A detailed teaching plan appeared in 1952, improving the 1947 plan and making it simpler than the previous one. Therefore, the existing teaching plan 1952 was a relatively subtle continuation of the 1947 teaching plan (Palupi & Kumalasari, 2018). The main aim of this curriculum is to achieve a national education system. Law Number 4 of 1950 concerning the Basics of Education and Teaching in Schools influenced the development of the 1950 curriculum. This year, a teaching research committee was formed to change the colonial-oriented curriculum at all levels of education so that the education and teaching system was more in line with the aims and objectives of the Indonesian nation. Colonial concerns and interests are the conditions for becoming a sovereign state. Making a curriculum or teaching plan that must consider the following factors at each level of education is one of the committee's results. Education of the mind must be reduced. First, the education of the mind must be reduced. Second, the content of the lesson must be connected to art. Third, character education. Fourth, physical education. Fifth, citizenship and society (Iramdan & Manurung, 2019).

In this curriculum, a teacher will clarify a lesson and provide instructions on a lesson. In this curriculum, students act as the main learner because the teacher is the main subject in conveying knowledge. Teachers explain what students will learn in class and assess student progress in the education system. Today, students' needs will undoubtedly include a higher level of understanding and a more rigorous curriculum. However, in this curriculum, students are treated more as objects because the teacher is the central subject in transferring knowledge. Teachers determine what students will learn in class as they determine benchmarks for student success in the educational process (Aisy & Hudaiah, 2021). The learning materials used in this Lesson Plan include Indonesian, regional languages, arithmetic, life sciences, natural sciences, and history. In the 1952 Explained Lesson Plan, the details are not limited to the classroom but extend to the entire educational

curriculum. In addition, the 1952 Decomposed Lesson Plan was assigned to Senior High Schools (SMA). Previously, the high school (SMA) curriculum used from 1945 to 1950 was not significantly different from AMS (*Algemene Middelbare School*). Subsequently, the 1952 Unraveled Learning Plan was established, which contained a review of the curriculum and educational objectives which were intended to encourage students to continue higher education or more advanced education, as well as develop ethical behavior in various contexts that were adapted to the needs of each student and society as a whole. The 1952 curriculum was based on the *Pancawardhana* program, emphasizing creativity, morality, initiative, and taste. Subjects are classified into five learning groups: moral, emotional/artistic, skills, and physical (Batubara & Davala, 2023). The teaching methodology in the 1952 curriculum has been explained quite clearly. This curriculum is oriented towards the general public so that after completing their education, they can work well. The 1952 curriculum, as it was called at the time, was very different from the national education system and could not adequately prepare students to face life outside Indonesia (Ferry, 2018).

Curriculum 1964

At the end of President Sukarno's reign in 1964, the Indonesian government maintained its authority over the national education curriculum. This resulted in the introduction of the 1964 Education Plan, which aimed to enhance access to academic knowledge, particularly at the elementary school level. The curriculum was designed to respond to the aspirations of the Indonesian people, who sought better educational opportunities for their children. One of its main objectives was to shape a society that embodied Pancasila values, possessed strong social awareness, and upheld nationalism and intellectual depth. Unlike previous curricula, the 1964 Education Plan took a more holistic approach by considering three key aspects of student learning: cognitive, affective, and psychological development (Suwignyo, 2018). This marked a significant shift in Indonesia's educational framework, as it focused on knowledge acquisition as well as character-building and emotional intelligence. Furthermore, the curriculum emphasized the practical application of education, ensuring students could integrate their learning into real-life situations. This approach reflected the government's vision of creating a well-rounded and socially responsible generation rather than solely prioritizing theoretical knowledge (Azhar, 2020).

Knowledge and functional, practical activities are emphasized more in basic education. The 1964 curriculum began to break down the boundaries of practical knowledge. According to research, every lesson taught in school can positively correlate with the role of students' practice in society. During the rapid transition from RIS to RI, the government could not provide comprehensive education and training in every land area. The Dutch abandoned colonial schools in areas controlled by the Indonesian government. The known education system will apply nationally with all limited capabilities. Following the founding of the RIS in December 1949, the RIS and RI governments, which were the first to emerge from the unity of the nation and had the most substantial relative apparatus, jointly announced the "Charter of Agreement between the Government of the United Republic of Indonesia and the Government of the Republic of Indonesia." On Tuesday, May 19, 1950, a speech was delivered by the Chairman of the People's Representative Council of the Republic of Indonesia, Drs. Moh Hatta and A Halim (Datumula, 2021). The learning method used in the 1964 curriculum is what is known as guided cooperation. Apart from that, the government has set Krida Day on Saturday, during which students can practice various activities according to their interests and talents. These include cultural activities, arts, sports, and various games. Under MPRS No II/MPRS/1960, humanitarian socialization in Indonesia was designated as one aspect of Indonesian socialism that became the goal of national development: the proportion of the adult and prosperous population based on *Pancasila*. Under MPRS NO. II/MPRS/1960, education functions as follows: 1. Education as a means of preparing Indonesian society to face high-level human resource management; 2. Education as a means to produce skilled workers in all fields and levels of expertise; 3. Education as a means of advancing technical and scientific knowledge; 4. Education is a driving organization for the entire community (Iramdan & Manurung, 2019).

1968 Curriculum

The 1968 curriculum was a reformulation of the 1964 curriculum, namely changing the structure of the *Pancawarhana* education curriculum to become the basis for knowledge, special skills, and the spirit of *Pancasila*. The 1968 Curriculum, directly and indirectly, impacts the shift in orientation during the enactment of the 1945 Constitution. Following the educational goals system, the 1968 Curriculum aims to develop human capital in the form of morality, character, intelligence, physical skills, and physical and spiritual health. Education is related to activities to increase intelligence and skills and maintain a healthy and strong body (Iramdan & Manurung, 2019). The 1968 Curriculum was political and replaced the 1964 Education Plan, which was fully intended to frame genuine Pancasila people. The 1968 educational program was a related subject; the lower learning material was related to the selected school educational program, which contained hypothetical topics. Apart from that, continuing education in the 1968 curriculum only examines content appropriate for all levels of

education and has nothing to do with current events in the field ([Kusmawati et al., 2023](#)).

In this curriculum, students are treated as passive individuals who are only expected to understand existing theories without actively applying them in real-life situations. Learning activities primarily focus on memorization and theoretical comprehension rather than fostering critical thinking or problem-solving abilities. As a result, students often struggle to connect their knowledge with practical applications in their respective fields. The curriculum strongly emphasizes developing intellectual skills but neglects other essential aspects, such as creativity, collaboration, and hands-on experience. This approach limits students' ability to adapt to dynamic work environments that demand practical competencies. Furthermore, the lack of practical application in the learning process reduces students' motivation and engagement, making the education system less effective in preparing them for real-world challenges. By prioritizing theoretical knowledge over practical skills, the curriculum creates a gap between academic learning and the demands of modern industries ([Batubara & Davala, 2023](#)). Consequently, graduates may face difficulties transitioning from an academic setting to professional careers requiring both knowledge and practical expertise.

1975 Curriculum

The 1975 curriculum is a continuation of the 1968 curriculum. The previous curriculum did not discuss factors related to the worsening situation of the government in national development. The 1975 curriculum was created as an effort to unite the development strategies of the New Order program with the Five Year Development Program (Pelita) and the Five Year Development Plan (Repelita) ([Azhar, 2020](#)). The 1975 curriculum was established after the first GBHN was completed in 1973 based on the results of MPR No. II/MPR/1973. The curriculum is designed to outline educational goals clearly. There are objectives to be achieved from the educational objectives, such as general learning objectives, specific learning objectives, and others so that it is clear what will be achieved through the relevant curriculum ([Nuraini, 2020](#)).

Based on the 1968 Curriculum, the 1975 Curriculum uses the following principles: (1) Stay focused on goals. In this regard, the government outlines the goals that students must achieve, which are more closely related to the hierarchy of educational goals; (2) Summarize integrative learning so that each student has learning goals and strategies that help them achieve more integrative goals; (3) Express support for efficiency and effectiveness in daily affairs and time; (4) Apply a learning approach known as PPSI (Instructional System Development Procedure); (5) Emphasizes stimulus-response (stimulus-answer) and training (drill) to regulate the psychology of behavior ([Iramdan & Manurung, 2019](#)). The 1975 education reform was a series of education reforms in Indonesia based on the cycle and hypothesized education reform system ([Kusmawati et al., 2023](#)). The main characteristics of this educational approach are that it is based on objective situation analysis, requires flexible student behavior, adheres to an integrative methodology, and encourages students to make decisions, per Pancasila. Most portfolio educators use assignments to determine students' imaginations. The educational reform in 1975 aimed to make teaching more rigorous and efficient than MBO (task-based learning). The methods, materials, and learning objectives in PPSI, also called "lesson units" are specifically designed to be illustrated in each lesson unit.

In this curriculum, the role of the teacher becomes increasingly crucial as they are tasked with guiding students toward achieving specific goals during the learning process. Teachers are expected to actively shape the educational journey by identifying clear objectives for their students. The curriculum requires teachers to be highly specific in implementing their pedagogical programs, ensuring that each lesson is focused and purposeful. To achieve this, teachers must meticulously plan every aspect of their teaching, considering the desired outcomes for their students. Each learning session is structured with particular activities that align with the educational goals set for that meeting. This planning involves careful scheduling and organizing the flow of activities to maximize the effectiveness of the lesson. As a result, the learning process under this curriculum becomes more systematic and methodical, allowing for a consistent and organized educational experience. The curriculum's structured nature helps teachers and students stay on track toward achieving their academic objectives efficiently ([Datumula, 2021](#)).

1984 Curriculum

The curriculum from 1975 to the early 1980s showed that it could no longer meet students' needs and satisfy their curiosity about science and technology. The 1975 Curriculum was inadequate for the general public's needs at that time, so a new curriculum was born in 1984 ([Iramdan & Manurung, 2019](#)). The 1984 Curriculum was a refinement of the 1975 Curriculum. This change was intended to renew national education ([Nuraini, 2020](#)). The 1984 Curriculum carried a "process skills approach" where the process becomes more important in implementing education ([Datumula, 2021](#)). One of the main characteristics of the curriculum is a student-centered learning approach, which is taught using active student learning methods, more commonly known as Active Student Learning Methods. Obtaining material must be done carefully, and alternative methods must be used to increase the effectiveness and efficiency of teaching so that learning objectives can be achieved. The

aim of active learning strategies is for students to engage in cognitive and emotional learning activities through the following processes: assimilation/cognitive learning, which facilitates learning, learning actions/behaviors, skills, appreciation processes, and internalization of knowledge (Batubara & Davala, 2023). In this curriculum, the history of national struggle subject is considered mandatory because it places more emphasis on conceptual understanding than language learning, making it easier for students to connect one experience with another. The 1984 educational program outlined a series of events that would disrupt the balance between mental and physical abilities, theory and practice, and goals and teaching (Kusmawati et al., 2023).

1994 Curriculum

The 1994 Program was created as a refinement of the 1984 Program. The 1994 Program was implemented based on Law no. February 1989 regarding the national education system's impact on changing the semester system to a quarterly one. Mawaddah (2019: 294-295) in (Hudaidah & Ananda, 2021) explains that the educational objectives in the 1994 curriculum emphasize understanding concepts and skills in problem-solving. According to Imron, the 1994 curriculum had several characteristics, including the use of a quarterly system that divided the academic year into three stages to enhance students' learning opportunities. The curriculum was also characterized by dense lesson material, with the removal of subjects such as National Struggle History Education, the organization of 13 subjects in elementary and junior high schools, 10 subjects in high schools, and the introduction of the Dual System Education (PSG) program in vocational schools. Additionally, it implemented a single curriculum system for all students across Indonesia, emphasized mathematics and language subjects (Indonesian and English) while minimizing art and material lessons, and replaced PMP (Pancasila Moral Education) with PPKn (Pancasila and Citizenship Education).

The 1994 curriculum is known as a super-dense curriculum. The student load is considered too heavy. Teaching objectives emphasize understanding concepts and problem-solving skills. As previously explained, one of the characteristics of the 1994 curriculum is the dominance of mathematics lessons. Mathematics learning has a distinctive character; life mathematics learning models are presented in various topics (Sari, 2022). Mathematics learning at that time prioritized textual material but did not forget contextual matters related to the material. The objectives and processes in the 1994 curriculum are considered less harmonious. This is because there is a large amount of national and local content. Local content, such as regional arts, regional skills, etc., is adapted to the needs of each region. Many groups with different social interests have also called for specific issues to be included in the school curriculum. Ultimately, the 1994 program became very busy, and the results were not good. Based on the documentation study explained in Hari Suderadjat's book, the 1994 curriculum has several advantages and disadvantages (Insani, 2019).

2004 Curriculum (KBK)

The curriculum implemented since 1994 is widely regarded as no longer aligning with the evolving demands of the era. Despite being applied for over five years in Indonesia's education system, the 1994 curriculum failed to bring significant advancements. Although its core concept was centered on active student learning as a foundation for a more modern and democratic education approach, its execution faced considerable challenges. In practice, schools, principals, and educators struggled to implement the active learning model as intended fully. The Competency-Based Curriculum (KBK), commonly referred to as the 2004 Curriculum, was introduced to address these limitations. This curriculum framework emphasizes the development of students' competencies in performing tasks based on specific performance criteria, ensuring that learning outcomes are tangible and measurable. The KBK approach aims to provide students with a sense of responsibility and active participation, equipping them with the ability to evaluate and influence public policies while fostering the confidence to engage in various activities within the school environment and the broader community. According to the Ministry of National Education (2002) (Muqorrobin & Nisak, 2018), a competency-based curriculum is characterized by its emphasis on achieving student competencies both individually and classically. It is oriented toward learning outcomes and diversity, utilizing varied approaches and methods in the learning process. Additionally, learning resources are not limited to teachers but also include other sources that meet educational standards. Lastly, assessment in this curriculum focuses on both the learning process and the mastery of competencies. The 2004 Curriculum requires students to study material individually, and the 2004 Curriculum requires students to study material cooperatively and collaboratively in competitive situations. The 2004 curriculum program focuses on science and technology learning with the hope that students will actively develop their skills and apply them in different real-life contexts. This requires teachers to be instructors, not just teachers with a traditional vision. Apart from that, unity and education for all is the vision of this program. In the 2004 curriculum, class activities were also determined to be student-centered so that students were no longer objects but subjects. This means that students must actively contribute to every activity. The 2004 / KBK curriculum requires creative and motivating teachers in the classroom so that students can learn and participate actively in the learning process. However, in its implementation, there is still minimal human resource potential

in implementing the 2004/KBK curriculum, which can be seen from the low quality of teachers (Sugianto, 2022). This is a challenge faced in implementing the 2004 curriculum, or what is known as KBK.

2006 Curriculum (KTSP)

The Education Unit Level Curriculum (KTSP) or Curriculum 2006 is an educational operational program prepared and implemented in each educational unit in Indonesia. The transition from the Competency-Based Curriculum (KBK) to the School-Based Curriculum (KTSP) occurred within a relatively short timeframe. This was driven by several factors, including adapting the curriculum to contemporary developments and implementing a more flexible educational policy. Political dynamics and leadership changes also contributed to the accelerated curriculum revision. The primary objective of this transition was to enhance the quality of education and align it with societal needs and global advancements (Sugianto, 2022). KTSP is legally ratified based on Law Number 20 of 2003 concerning the National Education System and Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards. This curriculum is an inseparable part of the Content Standards, the development of which is handed over to the school to suit the school's own needs. Therefore, teachers have the authority to develop the curriculum freely by considering the characteristics of students and the environment in their respective schools (Iramdan & Manurung, 2019).

Skill acquisition is the focus of KTSP; therefore, KTSP is often referred to as advanced-level KBK. The standard elements of basic skills and competencies in the KBK and its principles are similar to the KTSP in curriculum management, especially the School-Based Curriculum (KBS). KTSP has similar characteristics to KBK, namely that teachers are free to change, modify, and add to the standards set by the government, starting from the goals, vision and mission, program structure and content, learning load, lesson schedule, and program development. One of the prominent changes in KTSP compared to the previous curriculum is that KTSP is decentralized. This means that all the rules included in the curriculum, which were previously designed and determined by the central government, in KTSP, some of the rules in the curriculum are submitted for development and decision by parties in the regions or schools. Even though there is freedom to develop at the education unit level, curriculum development must refer to the National Education Standards set by the National Education Standards Agency (BSNP). This provision is stated in the Minister of National Education Regulation number 23 of 2006 concerning Competency Standards for Graduates in Primary and Secondary Education Units (Mustofa & Musri'ah, 2018). KTSP consists of educational objectives at the educational unit level, structure and curriculum content at the educational unit level, educational calendar, and syllabus. The implementation of KTSP refers to the Minister of National Education Regulation Number 24 of 2006 concerning implementing SI and SKL. KTSP is an effort to improve the previous program so that it is more familiar to teachers because they are more involved and are expected to take full responsibility.

2006 KTSP curriculum has several advantages and disadvantages. Its advantages include promoting school autonomy in providing education, encouraging teachers, school principals, and school management to be more creative in implementing educational programs, and reducing students' heavy learning burden, which, according to experts, can impact their mental development. However, the curriculum also has some weaknesses, such as a lack of qualified human resources capable of explaining and implementing KTSP in many educational institutions, insufficient supporting facilities and infrastructure, and the fact that many teachers do not fully understand KTSP in terms of its concept, preparation, and practical application. From the advantages and disadvantages of the 2006/KTSP curriculum, it can be seen that the challenges faced by this curriculum are the lack of socialization and readiness of educational supporting facilities and infrastructure and the readiness of teachers and schools to prepare and develop their curriculum.

2013 Curriculum

The 2006 Curriculum, commonly called the School-Based Curriculum (KTSP), does not entirely encapsulate the objectives of the national education standards. Meanwhile, the 2013 Curriculum serves as an integrated framework designed to enhance competencies and character development, building upon the foundation established by KTSP. Essentially, the introduction of the 2013 Curriculum signifies a continuation of the Competency-Based Curriculum (KBK), which focuses on cultivating attitudes, knowledge, and practical skills. As a character-oriented educational system, the 2013 Curriculum aims to elevate both the learning process and its outcomes by instilling ethical values and virtuous character traits in students, aligning with educational institutions' Graduate Competency Standards (SKL). Through this curriculum, the government seeks to equip students with academic knowledge, moral integrity, and ethical awareness, enabling them to apply these principles in daily life. Furthermore, the 2013 Curriculum establishes Graduate Competency Standards (SKL) that precisely define the expected qualifications of graduates, encompassing aspects such as attitude, knowledge, and skills. The formulation of this curriculum adheres to the principles outlined in Article 36 of Law No. 20 of 2003, which emphasizes the importance of fostering faith and devotion, enhancing noble character, nurturing students' intellectual potential and interests, recognizing regional and environmental diversity,

addressing regional and national development needs, aligning with workforce demands, integrating advancements in science, technology, and the arts, considering religious aspects, adapting to global progress, and upholding national unity and values.

The 2013 curriculum has been revised from the previous curriculum, containing four program changes: Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards. The 2013 curriculum policy changes impact four learning models in the form of thematic integration, scientific approach, active strategy and authentic assessment which aims to prepare future Indonesian generations who are creative, innovative, effective, and emotional to take Indonesia forward. In other words, the essential main principle in the 2013 curriculum is the emphasis on the teacher's ability to implement an authentic, challenging, and meaningful learning process for students so that students' potential can develop following what is expected by national education goals (Kurniawan & Noviana, 2018). In KBK, teachers' roles emerge as implementers and adapters. Teachers act as implementers because curriculum guidelines have been prepared in the form of a syllabus that guides teachers in learning. In KTSP, teachers have a broader role. Apart from implementers and adapters, teachers in KTSP have an important role as developers. This is done in certain subjects, namely in the preparation of local content. In contrast to KBK and KTSP, in the 2013 curriculum, teachers' role is narrowed. In KTSP, the role of teachers as implementers, adapters, and developers is influential. Meanwhile, in the 2013 curriculum, the role of teachers is reduced and weaker. The teacher no longer prepares the syllabus. Teachers only do what is stated in the teacher's guide, which has been prepared by curriculum developers from the central government. The teacher's duties are limited to preparing learning plans, implementing learning, and conducting learning assessments. Conditions like this make the role of teachers return as implementers in the field. So, teachers focus on ensuring that the learning process runs authentically, challengingly, and meaningfully for students.

Merdeka Curriculum

Freedom to Learn is part of the new policy issued by the Ministry of Education and Culture of the Republic of Indonesia. According to the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, educators should use curriculum policies related to independent learning as a first step before being distributed or implemented by students (Abidin et al., 2023). The Merdeka curriculum is a program concept that demands student independence. Independence means that every student has the freedom to access knowledge obtained through formal and informal education. This program does not limit the concept of learning that takes place at school or outside school and also requires the creativity of teachers and students. In other words, an independent curriculum gives schools, teachers, and students the freedom to innovate, learn independently, and be creative, and this freedom starts with the teacher as the driving force. The learning atmosphere is pleasant, considering many complaints from parents and students regarding learning requiring a minimum completeness score, especially during the pandemic. In the Independent Curriculum, there is no longer a demand for achieving a minimum completeness score but emphasizes quality learning in order to create quality students, characterized by the Pancasila student profile, who have competence as Indonesian human resources ready to face global challenges (Rahmadayanti & Hartoyo, 2022).

According to the prevailing regulations, a preliminary assessment suggests that the Merdeka curriculum offers several advantages over the 2013 Curriculum. One key benefit is the greater flexibility for teachers and students in fostering creativity and determining learning priorities based on essential subject matter. Additionally, educational institutions and educators are empowered to develop and refine the curriculum to align with the school's unique needs and contextual factors. This approach enables schools to adapt the curriculum to local potential, fostering graduates well-matched with industry and societal demands. Furthermore, its application has no obligatory enforcement, allowing institutions to decide autonomously whether to implement the curriculum based on their preparedness and capabilities. The implementation process is categorized into three phases: Independent Learning, Independent Change, and Independent Sharing. Introduced by the Ministry of Research, Technology, and Higher Education, the Merdeka curriculum bridges the gap in Indonesia's education system, particularly literacy and numeracy. As Marisa (2021) highlighted, Nadiem introduced an innovative assessment approach to evaluate students' fundamental competencies, covering literacy, numeracy, and character development. Literacy assessment extends beyond reading comprehension to include analytical skills, while numeracy evaluation does not merely focus on mathematical subjects but examines students' ability to apply numerical concepts in practical, real-life situations. In its implementation, the independent curriculum is not immediately used in all schools in Indonesia. The process is carried out in stages, depending on each school's readiness. In the 2021/2022 academic year, the Independent Curriculum has begun to be implemented in several schools, with approximately 2,500 schools implementing the Merdeka Curriculum (Almarisi, 2023). The Merdeka curriculum applies to education from the most basic to upper secondary levels. Schools that are ready can implement an independent learning program in the following academic year. The Merdeka curriculum in Indonesia presents advantages and disadvantages based on research findings (Simarmata & Mayuni, 2023).

Its advantages include providing educators with greater flexibility in designing learning experiences that align with students' needs and emphasizing the development of fundamental competencies such as literacy and numeracy. Additionally, this curriculum encourages students to be more active, creative, innovative, and independent in their learning process. However, several challenges must be addressed, including teachers' lack of preparedness in implementing the new curriculum, insufficient training related to the Merdeka curriculum, and limited educational infrastructure and facilities. These factors may hinder the effective implementation of this policy.

CONCLUSION

The Indonesian education system has undergone numerous changes throughout history, reflecting the nation's evolving needs and challenges. Despite these variations in implementation, the fundamental goal of education remains the same: to develop individuals who contribute positively to society. Each era has necessitated adjustments in the education system to align with national priorities and global advancements. The historical shifts in Indonesia's education system, from the pre-independence era to the present, serve as valuable lessons on the importance of education in shaping national character and progress. Curriculum development is crucial in this process, as it serves as a blueprint for learning and must continuously adapt to societal demands. Over time, Indonesia has revised its curriculum at least 11 times, reflecting efforts to enhance educational quality. These reforms have had positive and negative impacts, influencing teaching methods, student competencies, and workforce readiness. While some changes have improved educational outcomes, others have faced challenges in implementation due to inadequate resources or resistance to change. However, the continuous evolution of the curriculum highlights the government's commitment to improving education and ensuring that it remains relevant in an ever-changing world. Ultimately, curriculum reforms must be carefully designed to balance tradition and innovation, ensuring that education remains a driving force for national development.

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