

## Factors Considered in the New Indonesian 2013 Curriculum Development

**Fauzy Rahman Kosasih**  
English Education Study Program,  
Ibn Khaldun University of Bogor

### Abstract

This study aimed at investigating factors considered in the new Indonesian 2013 Curriculum development. Qualitative case study was selected as the research design for this study. The data was collected from a document released by Indonesian Minister of Education and Culture in 2013. Document analysis was utilized as the instrument of data collection in this study. The findings revealed that there are five issues considered in the new Indonesian 2013 Curriculum development.

*Keywords:* Indonesian 2013 curriculum

### INTRODUCTION

Curriculum, especially national curriculum in Indonesia as well as in other countries in the world has always been developed from period to period in attempt to respond to certain phenomenon/problem. Currently, Indonesian government through Ministry of Education and Culture has developed and implemented the new national curriculum which is called as 2013 Curriculum. It is a revised version from previous Competence-Based Curriculum (KBK).

The development of a new curriculum, according to the theory of curriculum analysis, should be related to an attempt to respond to certain problems such as social, economic, political, educational, and etc. It is in line with the theory of curriculum analysis proposed by Posner (1992) who stated that any new curriculum can be thought of as an attempt to respond to a problem. Therefore, he then proposed that curricula must be understood in terms of their historical context.

If we look back at the history of language curriculum development, the main motivation for changes is about to change the teaching methods. It is in line

with a statement from Richards (2001) who stated that many methods have come and gone in the last 100 years in pursuit of the 'best method'. He gives a chronology of curriculum development concerning the changes on teaching method as follows:

- Grammar Translation Method (1800-1900)
- Direct Method (1890-1930)
- Structural Method (1930-1960)
- Reading Method (1920-1950)
- Audio-lingual Method (1950-1970)
- Situational Method (1950-1970)
- Communicative Approach (1970-present)

From the chronology stated by Richards (2001) above, we can see how the curriculum changes from period to period in attempt to respond to the needs of changes in teaching method specifically for language educational system.

Another sample comes from another aspect that triggers the curriculum development in America which is caused by a national security issue. This following story of curriculum development was told by Posner (1992,

pp. 39-42). The story says that in April 1983, America was at risk. It is because American unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. According to the Commission, education was the key to success in those competitors. Therefore, by considering the situation, the curriculum is developed to be more tighten up and efficient.

Those two examples of the history of curriculum development above then trigger the writer to investigate the story behind the new Indonesian 2013 Curriculum development process. To reveal the story behind the curriculum development process, the writer arranged the research question.

## **THEORETICAL FRAMEWORK**

### **The Definition of Curriculum**

Regarding the term of curriculum, Posner (1992) stated that for some people curriculum is the content or objectives for which schools hold students accountable. Furthermore, he stated that curriculum is the set of instructional strategies teachers plan to use. Another definition from Brown (1995, p.19) stated that "curriculum is a framework that helps the students to learn as efficiently and effectively as possible in the given situation".

### **The Definition of Curriculum Development**

Talking about the definition of curriculum development, some of the experts in education have defined it. Richards defines curriculum development as follows:

Curriculum development is a comprehensive process that includes the process that is used to determine the needs of a group of learners, to develop aims or objectives for a program to

address those needs, to determine appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from the processes. (Richards, 2001, p. 2)

Nation (2010, p. 1) defined curriculum design as "a kind of writing activity and as such it can usefully be studied as a process (gathering ideas, ordering ideas, ideas to text, reviewing, editing)".

### **Definition of Curriculum Analysis**

The term curriculum analysis, according to Posner is as follows:

A curriculum analysis is an attempt to tease a curriculum apart into its component parts, to examine those parts and the way they fit together to make a whole, to identify the belief and ideas to which the developers were committed and which either explicitly or implicitly shaped the curriculum, and to examine the implications of these commitments and beliefs for the quality of the educational experience. (1992, p. 12)

Related to this study, the curriculum analysis is intended to analyze the new Indonesian 2013 Curriculum.

### **The Theory of Curriculum Analysis (Situating the Curriculum)**

Situating the curriculum means understanding curriculum in the sense of historical context. It is in line with Posner (1992) who stated that curricula, like constitutions, treaties, and laws, must be understood in terms of their historical context. Furthermore, he stated that curricula are designed by groups of people confronted with situations that demand action on their part. It means that

a curriculum is constructed by particular people who are chosen very carefully to meet the requirements of the demands.

A new curriculum, in Posner's point of view, is regarded as an attempt to respond to a problem. He gave an example to develop a curriculum in "thinking skills" is a respond to a public consensus those students who leave school unable to assess argument critically.

There are some possible factors that will demand the curriculum development. Those are such as social, economic, political, or educational problems. It is in line with Posner (2001, p. 44) who proposed a curriculum analysis questions: to what social, economic, political, or educational problem was the curriculum attempting to respond? This question is also used by the writer as the research question in this paper.

## **RESEARCH METHODOLOGY**

### **Research Design**

This research employed qualitative method because it fulfilled the characteristics of qualitative research as the word science (Denzin, 2008 as cited in Liamputtong, 2009), the study of perceptions, meanings, and emotions (Silverman, 2005, p. 10; McMillan, 2001, p. 395; Hesse-Biber & Leavy, 2005, p. 70 as cited in Liamputtong, 2009, p.11; Shank, 2002, p. 5 as cited in Ospina, 2004; Yin, 2011, p. 7), a naturalistic, interpretative approach concerned with understanding the meanings which people attach to phenomena (actions, decisions, beliefs, values, etc.) within their social worlds (Snape, D & Spencer, L., 2003, p. 7; Creswell, 1998, p. 15; Liamputtong, 2009; Creswell, 2012, p. 16).

Case study suggested by Creswell (2008) used as the approach of this study since the study was aimed to understand a phenomenon in depth-analysis. It attempted to understand and investigate

the factors considered in the new Indonesian 2013 curriculum development process.

In this qualitative study, the data were collected, coded and classified into some categories. Finally, they were analyzed and interpreted using some related theories to get some findings before arriving to a final conclusion of the study.

### **Document to be Collected and Analyzed**

Document to be collected and analyze is a document of 2013 curriculum socialization by Indonesian Minister of Education and Culture, law of Indonesian Minister of Education and Culture number 65, 66 year 2013.

### **Data Collection**

The collection of data is a really significant part of all research activities, for the conclusions of a study are based on what the data revealed. As the result, the kind of data to be collected, the method of collection, to be used, and the interpreting of the data need to be considered with care (Fraenkel & Wallen, 1990). In case study, data are gathered in various methods. This study used only one method for instrumentation which was document analysis.

### **Document Analysis**

In analyzing documents, the researcher should be aware of principle that "content analysis requires considerably more than just reading to see what is there" (Patton, 1987, p.8). According to McMillan (2001, p.453) a document collection is "a non-interactive strategy for obtaining qualitative data with little or no reciprocity between the researcher and the participant". There are three types of documents:

#### ***Personal Document***

It is any first-person narrative that describes an individual's action,

experience and belief. It includes personal letter, diaries, and anecdotal records. The researcher also may ask a participant to make anecdotal records such as a log, a journal, notes on lessons plans, or a parents' development records of a child.

### ***Official Document***

Official documents are abundant in an organization and take many forms. It includes memos, working papers, and draft of proposal that provide an internal perspective of the organization. It also includes the documents used for the external communication such as newsletter, program brochures, school board reports, public statements, and news releases.

### ***Object***

It is symbol and tangible entities that reveal social processes, meaning and values. These can be logos and mascots of school team and club.

In this study, the writer used the official document to be collected and analyzed.

### **Data Analysis**

Analyzing qualitative data requires understanding how to make sense of text and images in order to form answers to our research questions. In this study, I applied six steps involved in analyzing and interpreting qualitative data suggested by Creswell (2008), they are: preparing and organizing data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, validating the accuracy of the findings, data reduction, data display, conclusion, and reliability and validity of the study.

## **FINDINGS AND DISCUSSIONS**

The section provides findings which will be presented, analyzed, and discussed. The collected data through

document analysis reveals the answer of the research question.

Regarding to answer the research question dealing with problems to which the new Indonesian 2013 curriculum was attempting to respond, based on the documents that have been analyzed, it was found that there are five factors to which the new Indonesia 2013 curriculum was attempting to respond. Those are future challenges, future competences, and society's perception, the development of pedagogy and science, and negative phenomena.

### **Future Challenges**

The result of data analysis on a document of 2013 curriculum socialization which was released on March 2013 by the Indonesian Minister of Education and Culture, it is found that the first factor to which the new Indonesian 2013 Curriculum was attempting to respond to future challenges. There are nine future challenges found on the document.

The first future challenge according to the document is the globalization such as WTO, ASEAN Community, APEC, and CAFTA. Globalization issue is regarded as one of the future challenges that should be faced and it is believed that there should be an investment in educational system to educate students with everything that will be needed to compete in the globalization environment in the future.

The second is environment issue. As the growth of human population along with the growth in every sector in industrial expansion, the decrease of environment is regarded as one of the main issues to be responded in the new curriculum. One of the ways to solve the issue is by taking the issue itself to education; to the new curriculum to educate people to preserve the environment.

The third is ICT issue. Information and computer technology

issue is a global issue in 21<sup>st</sup> century era. ICT is regarded as one of the essential factor to the growth of national growth. It deals with so many things such as security issue, banking, commerce, health, military, and so on. Education sector is believed as the strategic field to increase national competence in competing with other country in the sense of information and technology acquisition.

The fourth is science-based economic growth. Indonesian government realized that the need of science to economic growth is really significant. By mastering the science then it will have domino effect to economic growth. Science is really close to education. Therefore, the issue is taken into the new curriculum.

The fifth issue is about the resurrection of creative and cultural industry. Creative and cultural industry is predicted to be one of the promising sectors to be taken into national concern. Therefore, the government took the issue into the curriculum by strengthening the issue in the new curriculum especially for vocational school part.

The sixth is about the shift of world economic power. Asia is regarded as one of the promising area to become future leading area in world economic power. Indonesian government sees the potential chance to be one of the rising stars among the other countries in Asia. Therefore, there should be a human development program which is through education (curriculum development).

The seventh issue is about the influence and effect of techno-science. The growth of technological science following by the growth of production will influence the way people do particular actions in the future. One of the ways to respond to the issue is by taking up the issue into the new curriculum.

The eight is about quality, investment, and transformation in educational sector. The quality of national

education should be strengthened up to have an educational equity in international scope. The new curriculum is developed to respond to the issue.

The ninth is about Indonesian level of science ability. Comparing to other countries in the world, according to the data (see appendix page 8) released by PISA (Program for International Students Assessment), TIMSS (Trends in International Mathematics and Science Study), and PIRLS (Progress in International Reading Literacy Study) show that the rank of Indonesian students' level in science acquisition is still at bellow level from neighbor countries such as Singapore and Malaysia. Therefore the issue is responded in the new curriculum.

### **Future Competences**

There are ten factors considered related to future competences in the new Indonesian 2013 Curriculum. The first is about communication skill. Communication skill is regarded as one of the skills that should be possessed by Indonesian people to compete in the future environment just like the ability of using English in communication.

The second is about critical thinking issue. This issue is found on the document that has been analyzed. The skill of using critical thinking in the future seemed to be strengthened in the new curriculum.

The third is about the ability to use good moral value. The ability to use good moral value seemed to be strengthened in the new curriculum. It can be seen from the document that one of the most highlighted issue in the new curriculum is about the spiritual aspect (see appendix page 4).

The fourth is about the competence is being a responsible human being. Indonesian government seemed want to have society with good responsibility at any field. Education is

believed as the best medium to make dream comes true.

The fifth is about the ability to be a tolerant people. By doing a curriculum development, it is expected that students can learn how to be a tolerant person.

The sixth is about the competence to compete in a globalization era. It has the same essence with the previous factor as it has been discussed previously

The seventh is about having unlimited interest. This competence is considered as one of the important competences that should be possessed by Indonesian students. Therefore, it is taken into the new curriculum.

The eighth issue is about competence to work. This issue is regarded as one of the most essential issue to be taken into the new Indonesian 2013 Curriculum.

The ninth is about having a good intelligence in accordance with their interest. Indonesian government wanted to have a society with good intelligence to compete with other people in all over the world. Therefore, this issue is taken into the new curriculum.

The tenth is about competence of having awareness to environment. It is found on the document that the Indonesian government wants to respond the issue. It can be predicted that there is no good awareness from Indonesian people to preserve their environment. By doing a curriculum development, it is hoped that the curriculum can do any changes on people behavior in responding to environment.

### **Society's Perception**

It is found that there are three issues in relation with society's perception. The first issue is about society had a perception that the previous curriculum too focus on cognitive domain. In other words, society wants the government develop a new curriculum with a balance distribution for the three

aspects: cognitive, affective, and psychomotor.

The second is about the issue that the society had a perception in which in the previous curriculum the students have too much burden on them. The new Indonesian 2013 Curriculum was developed to respond to the issue. Therefore, in the new curriculum, students will not have too much burden.

The third is about the issue of character building. The society had a perception that the previous curriculum did not have a vision to build students' character. Therefore, the issue is triggering the new Indonesian 2013 Curriculum development.

### **The Development of Science and Pedagogy**

It is found that there are three aspects in relation with science development and pedagogy issue. The first is about neurology. The need of the development on neurology is increasing from time to time. The need of skillful doctors in Indonesia is still high. Therefore, Indonesian government sees that there should be a development in neurology field. Through education the development of neurology will be expected to grow up very well.

The second is about psychology. The need of psychological aspect in the new curriculum is still unclear. The writer cannot see the logic behind the needs of psychology in the new curriculum.

The third is about discovery and collaborative learning. In the new Indonesian 2013 curriculum, the government wants to respond to the need of the new learning model. The new learning model that is taken into the new curriculum is discovery and collaborative learning.

### **Negative Phenomena**

There are five negative phenomena that become the reasons considered in the new Indonesian

curriculum development. The first is students' brawls. There are so many facts showing the fact in which Indonesian students are doing student brawls. The new curriculum development is in attempt to respond to the issue.

The second issue is about drug abuse. Narcotics are the nightmare for every country in the world moreover if the drugs are being consumed by young generations in school-age period. Therefore, the new curriculum is attempting to respond to the issue.

The third issue is about corruption. Corruption issue in Indonesia is a hot issue which is done by almost every part of the nation from the lowest position till higher or top position in this country. Some of the corruptors graduated from university with top title from bachelor degree up to professor. This situation is considered as a dangerous situation for the national continuity. Education is believed as one of the media to change or at least to cut the chain of corruption virus in Indonesia. Therefore, the new Indonesian 2013 Curriculum is in attempt to respond to the issue.

The fourth is about plagiarism. The issue of plagiarism in academic field should be prevented and stopped. The new Indonesian 2013 Curriculum is in attempt to respond to the issue.

The fifth is about cheating habit. The habit of cheating is regarded as a negative habit in education environment. The new Indonesian 2013 curriculum development was in attempt to minimize the chance of cheating in education field.

The sixth is about social unrest. There is a social unrest to which the government wants to muffle. Education is seemed to be one of the best media to reach the objective. Therefore, it becomes one of the main issues in the new Indonesian 2013 Curriculum development.

Those six negative phenomena seemed to be the most powerful issue to

which the new curriculum was in attempt to respond. It is because based on the curriculum document, the first and second core competence in Indonesian 2013 Curriculum is spiritual and social aspect.

## CONCLUSION

The study was conducted to investigate factors considered in the new Indonesian 2013 Curriculum development. The research question was answered by doing a document analysis methodology. The document that was investigated in this study was released by Indonesian Minister of Education and Culture. From the data analysis, the writer found that there are five factors to which the new Indonesian 2013 Curriculum was attempted to respond. Those are future challenges, future competences, society's perception, the development of science and pedagogy, and negative phenomena.

## RECOMMENDATION

Based on the discussed findings of the research, some suggestions for Indonesian government, especially for Ministry of Education and Culture are to provide easy-to-access information about Indonesian 2013 Curriculum development process. It is because, according to writer's opinion, it is difficult to find the documents that describe the process of curriculum development in Indonesia.

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