



TRANSFORMASI

Jurnal Kepemimpinan & Pendidikan Islam

VOLUME 1 NOMOR 2 JUNI 2018

CURRICULUM 2013 IN RELATION TO EDUCATION FOR
SUSTAINABLE DEVELOPMENT IN INDONESIA: WHY,
WHAT, AND HOW

Rusli

TINJAUAN KRITIS NILAI-NILAI PENDIDIKAN
KARAKTER SEBAGAI MEDIA PENDIDIKAN
POLITIK BAGI KADER PARPOL

Hasan Hanafi

PEMIKIRAN POLITIK DAN PEMERINTAHAN IKHWANUL
MUSLIMIN PASCA MUSIM SEMI ARAB

Syawaluddin

OPTIMALISASI MANAJEMEN KEUANGAN
PENDIDIKAN DI INDONESIA

Hikmah

PEMBELAJARAN BAHASA INGGRIS BERDASARKAN
PENDEKATAN SAINTIFIK KURIKULUM 2013 DI
KELAS VII MTS DDI JOLLE

Kasmah & Syamsir Bin Rukka

PENDIDIKAN ISLAM DI INDONESIA DALAM
PERSPEKTIF POLITIK

Restu Rahmawati



PASCASARJANA IAIN SORONG
PAPUA BARAT

CURRICULUM 2013 IN RELATION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT IN INDONESIA:

WHY, WHAT, AND HOW

Rusli

Ministry of Marine and Fisheries, SUPM Sorong, West Papua, Indonesia

Rusliaziz.ra@gmail.com

Abstract

This paper explores curriculum 2013 in conjunction with education for sustainable development in Indonesia. Reorientation in education could be considered as an effort for producing skilled human resources in order to deal with transition period toward sustainable development. Curriculum 2013 should be focused on issues referring to education for sustainable development. Learning approach in curriculum 2013 should be combined with educational learning and teaching about knowledge, issues, skills, perspective, and values that lead to student much more motivate to achieve the goals of sustainable development through respect-ful to the others either current generation or the next generation, respectful to the earth that provides natural resources for the human beings.

Keywords: *sustainable development, curriculum 2013, education for sustainable development.*

Abstrak

Tulian ini membahas tentang kurikulum 2013 dalam kaitannyanya dengan dunia pendidikan demi pemba- ngunan manusia yang berkelanjutan di Indonesia. Reorientasi dalam pendidikan dapat dianggap sebagai upaya untuk menghasilkan sumber daya manusia yang terampil dalam menghadapi masa transisi menuju pembangunan berkelanjutan. Kurikulum 2013 harus difokuskan pada isu-isu yang mengacu pada pendi- dikan untuk pembangunan berkelanjutan. Pendekatan pembelajaran dalam kurikulum 2013 harus dikombi- nasikan dengan pembelajaran dan pengajaran pendidikan tentang pengetahuan tentang pembelajaran dan pengajaran, isu-isu pendidikan, keterampilan, perspektif, dan nilai-nilai yang mengarahkan dan memotivasi siswa untuk mencapai tujuan pembangunan berkelanjutan dengan menghormati yang lain, baik generasi sekarang maupun generasi yang akan datang, menyayangi alam semesta yang menyediakan sumber daya bagi manusia.

Kata Kunci: *Pembangunan berkelanjutan, Kurikulum 2013, Pendidikan untuk Pembangunan yang berkelanjutan.*

INTRODUCTION

Globalization challenges force the authorities to create a policy related to the concept of sustainable development particularly in education policy. Globalization is not only offering opportunities but also arising challenges and new issues and often unpredictable. The dark face of globalization has indicated unsustainability. This makes a new challenge for the educational community. As McKoewn (2002)¹ Martins, Mata, and Costa (2006), and UNESCO (2006)² contended that education is a main tool to reach sustainability and Education for Sustainable Development (ESD) is a solution offered to achieve that goals.

One of the major components in education is curriculum. Curriculum can be defined as educational planning summarizing all of the learning experience and its purpose is to provide guidance in teaching and learning process (Kelly, 2009, pp. 7-8)³. Curriculum 2013 is the current curriculum implemented in schools in Indonesia. The existence of this curriculum is expected to be able to assist the achievement of education goals for sustainable development and expected to help the change of students' attitude and behaviour either as an individual in particular or society generally. This paper focuses on curriculum 2013 in relation to sustainable development as well as the role of schools in producing graduates who are knowledgeable and competence so that in the future they will be a leader or a professional contributing to a sustainable future changes. For these purposes, there are three issues arisen in this paper: (1) Why students need to be equipped with knowledge and understanding of sustainable development?; (2) What competencies in the area of knowledge and understanding, skills and abilities that should be given by the schools in supporting sustainability?; (3) How the education stakeholders should reorient the curriculum to support education for sustainable development?

¹ McKoewn, R. (2002). Education for Sustainable Development Toolkit. Available from info@esdtoolkit.org Retrieved 12 October, from Waste Management Research and Education Institution. http://www.esdtoolkit.org/esd_toolkit_v2.pdf

² UNESCO. (2006). Education for Sustainable Development Toolkit. Retrieved 12 October, 2014, from <http://www.unesco.org/education/desd>.

³ Kelly, A. V. (2009). The curriculum: Theory and practice: Sage. P. 7-8.

DISCUSSION

Why students need to be equipped with knowledge and understanding of sustainable development?

The emergence of the term sustainable development is the result of growing awareness of globalization. As Le Grange (2011, p. 742) cited from World Commission on Environment and Development (1987) defined sustainable development as development fulfilling the needs of current generations without sacrificing future generations capability to fulfil their needs. It means that unsustainable practices today will have an impact on the capability of the next generations to fulfil their needs. Our current mindset characterized by the beliefs that human being is separate part of the nature and the dominant species, resources are anything that could be used freely and inexhaustible, various technologies have been available to deal with most of the problems, nature has unlimited capacity to assimilate human wastes, acquisition and accumulation of material is the determining factor of successful (Brennan, 2011; Cortese, 1999, p. 9).

The anthropocentrism mindset is inseparable from the way of teaching and learning adopted by educational institutions. School as a center of teaching and learning plays an important role in reflecting the way of thinking at this time. As Cortese (1999) contended that educational system has helped and brought us to the wrong way of thinking, which educate the young generation in a way that has strengthened the lack of awareness of environment or insensitive mindset in terms of environment. Therefore, to capitalize the influence of the position of the school as an educational institution in order to overtake of sustainable future is required to make significant changes in the school itself.

It has been stated in the strategic plan of department of national education of Indonesia (Depdiknas, 2009) that education should foster an understanding of the essence of the sustainability in the ecosystem, namely, understanding that human beings are part of the ecosystem. Anything done by humans on the ecosystem there will be consequence. When the natural resources run out, then the natural resources could not be obtained from another planet. This issue increase awareness that the earth is a closed system. Referring to this issue, learning for life in order to sustainable life play an essential role in helping us to deal with challenges for providing life needs.

Views and beliefs about the future and holistic mindset with

longterm vision become a demand. This demand, indeed, also touches human resources provided by educational institution included schools. Schools not only produce learners who success in their life, but also individuals who can participate in developing the community and contribute effectively to sustainability. This need requires educational institutions to recognize and develop better understanding about the practices that could produce high competence graduates, who could move forward toward sustainability (Depdiknas, 2009). awareness of sustainability in order to become citizens who are responsible for fulfilling the needs above. If the students comprehend sustainability as an aspect of social, economic, and environmental responsibility, then they would become citizens who see their self as a part of nature and the other human. Thus, in the future they have capability to assist the improvement of activities supporting the sustainability, instead of doing the opposite ones.

What are the competencies that should be given by the schools in an effort to support sustainability?

As proposed by Cortese (1999, pp. 7-8), education for sustainable development is the search for raising awareness and understanding of issues relating to sustainable development, namely, assisting us to learn and participate in developing community and economic for sustainable development, taking the best step that could reduce the impact on environment, and seeking skills and attributes helping us contribute to social justice. Complex issues and its interconnection go beyond cross-border of discipline so that its solutions require multidiscipline approaches as well. It means that required skilled and well educated human resources that able to look at the problem from different perspectives. Meanwhile, educational institutions in Indonesia as the producer of educated people are generally organized into the specialized areas of knowledge. If these issues are associated with the curriculum 2013, standard competence of graduates in every level of education from elementary to secondary schools is much more emphasized on three domains, which are affective domain, cognitive domain, and soft-skills domain (Kebudayaan, 2013). If it is then analyzed deeply, the requirement of curriculum 2013 is much more focused on cognitive domains rather than affective domains. This circumstance is a challenge for educational institutions for not only emphasize on individual learning and competition that eventually producing graduates who are not ready to work together mainly for

interdisciplinary.

With regard to these issues, educational institutions should prepare their graduates not only having basic competence relating to their expertise, but also the competence referring to the ability how they interact and work together with the society and local community as well as global world in order to identify challenges, risks, and potential impacts of every human being action. The graduates should be equipped with cognitive, affective, and soft-skills so that they could understand their contribution to the community in any aspects, which are cultural, social, and politics as well as considering its differences. Another point is that the graduates are required to be able to apply holistic approach and systemic approach to deal with problems. The graduates could take an opportunity in any areas referring to economic policy, social policy, and environmental policy in order to help the society towards to the sustainability. In order to deal with these challenges, government as well as educational institutions are required to reorient and reform the curriculum included in curriculum in school level emphasizing on standard competence of graduate in terms of understanding about the way of sustainable life.

How the governments and educational institutions should do reorientation of curriculum?

Education for sustainable development emphasizes on skills, perspectives, and values that could guide and motivate people for seeking better sustainable life, participating in a democratic society, and living in a way of sustainability. Therefore, these aspects, namely, knowledge, issues, skills, perspectives, and values, should be emphasized on doing reorientation of formal curriculum in order to support education for sustainable development (UNESCO, 2006).

Knowledge

With regard to knowledge, for identifying a foundation of knowledge that will support the purpose of sustainable development, the first thing that needs to do is that the purpose should be defined. In order to assist this process, several list of condition and guidance have been proposed by the researchers that could be used as guidance.

Herman Daly, the writer of *For the Common Good: Redirecting the Economy toward Community, the Environment, and a Sustainable Future* (UNESCO, 2006, p. 17)

contended that in order to create a sustainable community, there are three issues that should be highlighted, namely, (1) the rates of usage renewable natural resources do not excel their regenerations rates, (2) the rates of unrenewable natural resources do not excel the rates of sustainability of substituted renewable natural resources which are developed, (3) the rates of emission in terms of anthropogenic activity do not excel environment assimilative capability. Another concept is proposed by Donnella Meadows, the writer of *Limits to Growth* cited from (UNESCO, 2006, p. 17) highlighted some guidelines in order to restructuring the systems of the world toward sustainability, which are (1) minimizing the usage of unrenewable resources, (2) preventing deterioration of renewable resources, (3) maximizing efficiency in using all resources, (4) delaying and finally cut off the population growth and capital exponentially, (5) monitoring in terms of the condition of natural resources, environment, and humans welfare, (6) increasing awareness in terms of time response to environmental pressure.

Based on some guidelines proposed by the researchers above, education policy should be directed to issues natural resources and environmental issues. The content and competence standard of graduates in educational institutions should emphasizes on increasing awareness of natural resources and environment. If then these issues are linked with curriculum 2013 as the current curriculum applied in schools in Indonesia, this curriculum focuses on modern pedagogic dimension in learning, which is scientific approach. Scientific approach encompasses observing, questioning, reasoning, trying, and drawing conclusions (Sudarwan, 2013). Therefore, it could be argued that the current curriculum implemented in schools in Indonesia emphasizes on cognitive aspects particularly in analytical thinking and critical thinking skill of students.

Issues

Education for sustainability focuses on issues particularly in social, economic, and environment threatening the sustainability of the earth. Some important issues were identified on United Nations Conference on Environment and Development in Rio de Janeiro in Brazil on 1992 and it was stated in Agenda 21. Understanding and focusing on issues in Agenda 21 are the heart of education for sustainable development. According to Nations (1992, p. 18), some issues regarding to Agenda 21 are classified into four main parts, which are: (1) issues in social and economic, (2) preventing

and managing natural resources, (3) strengthening the role of main groups, (4) modes of application.

Academic community and experts in curriculum should create education curriculum referring to some issues in environment, social, and economic. Issues chosen should be relevant with the local context. For example, Indonesia as maritime country, the curriculum should emphasize on preventing and managing oceans, center of agricultural areas should focus on developing sustainable agriculture in rural area. Another effort that could be done is by developing a subject integrating knowledge and skills from multidisciplinary that refers to education for sustainability. Meanwhile, curriculum 2013 much more emphasizes on how to develop science skills of students by developing cognitive and affective skills such as analytical, logical, critical, and problem solving skills. In another words, curriculum 2013 much more emphasize on science issues rather than social, economic, and environment.

Skills

Education for sustainability should give skills and practical skills that enable students to learn continuously although they have finished their studies. Tilbury and Wortman (2004) asserted that there are five critical skills that are required referring to education for sustainability, which are envisioning, critical thinking and reflection, systemic thinking, building partnership, and participatory decision-making. Referring to these circumstances, creating policy particularly in education should focus on these skills. Curriculum created by the governments should improve students' capabilities referring to education for sustainable development in terms of communication and cooperative skills, holistic thinking and systemic approaches (either science or social), time management skills for predicting the future, future thinking, and critical thinking skills (UNESCO, 2006).

Perspective

The focus of this issue is the capability to see the roots of problems and predict possible future based on the scenario referring to global issues, which are the other important side of education for sustainable development (UNESCO, 2006). In addition, understanding of perspective that could be taught to the students referring to education for sustainable development is an

increase of awareness in social and environmental issues, technology and knowledge, economic, and contemporary issues about global community and its interlink (UNESCO, 2006).

Values

Values are also an integral part of sustainable education. These values are intended to understand the views about the world and others perspectives. Understanding about values, social values, and values around the world are central part of the future of sustainable education. Critical effort in order to achieve the goals of sustainable education is learning to understand. Referring to this, basic value of education for sustainability is respectful in terms of respectful to the others, respectful to current generation and the next generation, and respectful to the earth that what have provided by the earth (natural resources, flora, and fauna) for human beings (UNESCO, 2006).

With regard to curriculum 2013 linked with education for sustainable development, values above have been incorporated in curriculum 2013 as already stated in the strategic plan of department of national education of Indonesia (Depdiknas, 2009). A main characteristic of curriculum 2013 is his character paradigm, it efforts to respond educational trends particularly in education for sustainable development.

CONCLUSION

Education for sustainable development is paradigm about how us achieve the goals of sustainable development. The governments and all stakeholders in education currently is faced to the challenges how to prepare human resources, which equip students with analytical thinking skills, comprehend and grasp multidimensional aspects about sustainable development. Reorientation in education could be considered as an effort for producing skilled human resources in order to deal with transition period toward sustainable development. Curriculum 2013 should be focused on issues referring to education for sustainable development. Learning approach in curriculum 2013 should be combined with educational learning and teaching about knowledge, issues, skills, perspective, and values that lead to student much more motivate to achieve the goals of sustainable development through respectful to the others either current generation or the next generation, respectful to the earth that provides natural resources for the human beings.

REFERENCES

- Brennan, A., and, Lo, Yuek-Sze. (2011). *Environmental Ethics* The Stanford Encyclopedia of Philos- ophy, N. Esward, Zalta (Ed.) Re- trieved from <http://plato.stanford.edu/archives/fall2011/entries/ethics-environmental/>
- Cortese, A. (1999). Education for Sustainability: The Need for a New Human Perspective.
- Depdiknas. (2009). *Rencana Strate- gis Departemen Pendidikan Nasional Tahun 2010-2024*. Jakarta: Depar- temen Pendidikan Nasional.
- Kebudayaan, K. P. d. (2013). *Per- mendikbud No. 54 tahun 2013 tentang Standar Kompetensi Lulusan*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
- Kelly, A. V. (2009). *The curriculum: Theory and practice*. Sage
- Le Grange, L. L. L. (2011). Sustain- ability and higher education: From arborescent to rhizomatic thinking. *Educational Philosophy and Theory*, 43(7), 742-754.
- Martins, A. A., Mata, T. M., & Costa, C. A. (2006). Education for sustainability: challenges and trends. *Clean Technologies and Environmental Poli- cy*, 8(1), 31-37.
- McKoewn, R. (2002). Education for Sustainable Development Toolkit. Available from info@esdtoolkit.org Retrieved 12 October, from Waste Management Research and Edu- cation Institution http://www.esd-toolkit.org/esd_toolkit_v2.pdf
- Nations, U. (1992). *Agenda 21 Unit- ed Nations Conference on Environ- ment & Development Rio de Janeiro*. Brazil, 3 to 14 June 1992.
- Sudarwan. (2013). *Scientific Ap- proaches in Learning*. Jakarta: Pus- bangprodik.
- Tilbury, D., & Wortman, D. (2004). *Engaging people in sustainability*: IUCN.
- UNESCO. (2006). Education for Sustainable Development Toolkit. Retrieved

12 October, 2014, from <http://www.unesco.org/education/desd>