



TRADICALS, PILLARS AND DIRECTIONS FOR EDUCATIONAL CURRICULUM DEVELOPMENT IN INDONESIA: A LITERATURE STUDY

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Abstract

This paper aims to identify curriculum traditions, including curriculum changes from time to time in the history of Indonesian education, the five pillars of curriculum development as considerations in curriculum development, and to see the direction of curriculum development. The author used 17 references from scientific journals and books in this study. Tracking reference sources using Google Scholar. The study results show that the educational curriculum change is greatly influenced by political factors such as the change of government and the minister in charge of education, as well as by the shift in education policy. There are five pillars of curriculum development: curriculum objectives, content or materials, learning strategies, curriculum organization and evaluation. The current curriculum development direction focuses on technology integration through the Independent Curriculum platform. As for universities, they implement Independent Learning Independent Campus, which is expected to answer global challenges and prepare the generation to face an increasingly complex world.

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INTRODUCTION

The curriculum occupies a decisive position; like the body, the curriculum is the heart of education. The curriculum is a set of values, knowledge and skills that must be transferred to students and how the transfer process must be carried out (Kiptiyah et al., 2021). A curriculum is a program planned and implemented to achieve educational goals. Curriculum is one of the parameters for the success and quality of education (Mansur,

2016). As mandated by the 1945 Constitution, educating the nation's life is the primary education task outlined in the educational curriculum.

Law number 2 of 1989 concerning the national education system explains that the curriculum is a set of plans for the regulation of the content and subject matter as well as the method used as a guideline for the implementation of teaching and learning activities (Constitution of the Republic of Indonesia, No. 2 of 1989 concerning the National Education System). Likewise, to realize the goals of national education, the curriculum is prepared by paying attention to the stage of development of students and their suitability with the environment, the needs of national development, the development of science and technology, and the arts following the type and level of each education (Constitution of the Republic of Indonesia, No. 2 of 1989 concerning the National Education System of 1989).

The role and function of the curriculum for the educational process occupies a fundamental position as a reference in the implementation of education. 'The curriculum will always develop following the development of the times and society' (Mansur 2016). However, for almost 80 years since Indonesia's independence, there has been no significant progress in the historical record, and it can even be said to be weak in the global vision and mission. During the Independent Indonesia that occurred in the world of education in this republic, it was only a change in the curriculum and a trial of the curriculum following the political interests of the rulers. The curriculum used at that time was politically oriented (Raharjo, 2020), even though what should be the government's concern in the education process is not to dismantle the curriculum but to make the education sector the central pillar of national development to catch up with the Indonesian nation in participating in global competitions (Abdullah, 2007). Therefore, through this paper, the curriculum tradition will be discussed, including the dynamics of the curriculum from time to time, the pillars of curriculum development, and the direction of curriculum development.

METHOD

The method used in this study is qualitative research with a literature study approach. The data source is from a website containing policies and curriculum developments. The data in the study is in the form of language data. The data collection technique uses the look and note technique. Researchers read texts related to curriculum development from time to time. Data analysis techniques use the Mills and Huberman model, including data collection, reduction, interpretation and conclusion drawing (Miles & Huberman, 1984).

RESULTS AND DISCUSSION

The Tradition of the Educational Curriculum in Indonesia in History

1. Lesson Plan Curriculum 1947

The curriculum first enforced in Indonesian schools at the beginning of independence was the 1947 curriculum known as the Learning Plan curriculum ([Priantini et al., 2022](#)), which was intended to serve the interests of the Indonesian nation. The issuance of Law Number 4 of 1950 also formulates curriculum objectives according to the level of education. Schools require the improvement of the 1947 curriculum to be better adapted to the needs and interests of the Indonesian nation. The characteristics of the 1947 curriculum include a) curriculum subjects separate the nature of the curriculum, b) using Indonesian as the language of instruction in schools, c) the number of subjects: People's Schools (SR) 16 fields of study, Junior High Schools (SMP) 17 fields of study, and Senior High Schools (SMA) 19 fields of study. At that time, the Minister of Education and Teaching was Mr. Soewandi ([Abdullah, 2007](#)).

2. Curriculum 1968

After the 1964 Rentjana Education Curriculum, the education system in Indonesia was changed again to the 1968 Curriculum. The curriculum focuses on the formation of the character of the Indonesian nation following the foundation of the state and the true spirit of Pancasila. Having the spirit of Pancasila means a society that is healthy, intelligent, strong, has morals, and believes in the religion adopted ([Kosassy, 2017](#)). At that time, the Minister of Education and Culture was Mashuri (1968-1973). The curriculum organizes subject matter by grouping different subjects, which is correlational (*correlated subject curriculum*). That is, one subject is correlated with another. The content of matter is still theoretical and has not been closely tied to real life in the surrounding environment. The characteristics of this curriculum are a) The nature of the *correlated subject curriculum*, b) The number of elementary school subjects in 10 fields of study, junior high school 18 fields of study, and high school from 18, 19, to 20 fields of study. c) Majors in high school are carried out in grade II and simplified into two majors, namely, Literature Socio-Cultural and Natural Knowledge Definite Sciences.

3. Curriculum 1975

The characteristics of the curriculum are a) The nature of the integrated *curriculum organization*, b) The number of subjects based on level is elementary school, as many as 9 fields, junior high school and high school into 11 fields of study, majors in high school are divided into three fields, namely Science, Social Sciences and Language, majors start in grade I at the beginning of the second semester. The Minister of Education and Culture then was Dr. Syarif Thayeb (1973-1978).

4. Curriculum 1984

The 1984 educational curriculum has characteristics that focus mainly on the field of study and expertise. In this period, the subject of learning is student-centred. Some of the things enforced in this curriculum are the application of

learning methods through observation, classification, discussion, and reporting. According to the student-centred method, this is known as the Active Student Learning Method (or CBSA) ([Ananda & Hudaidah, 2021](#)). The following are the characteristics of the 1984 curriculum: a) The nature of *the content-based curriculum*, b) The subject Program covers 11 fields of study, c) The number of subjects in high school is 15 fields of study for core fields and 4 for elective fields. d) Majors in high school are divided into 5 consisting of Physics, Biology, Social Sciences, Cultural Sciences, and Religious Sciences. The minister then was Prof. Nugroho Notosusanto (1983-1985).

5. Curriculum 1994

The 1994 curriculum was created to refine the 1984 curriculum ([Ananda & Hudaidah, 2021](#)). The characteristics of this curriculum: a) The nature of the curriculum is *Objective Based Curriculum*, b) The name of SMP is changed to Junior High School (First Level Advanced School), c) The teaching program of elementary and junior high school is arranged in 13 subjects, the name of SMA is changed to SMU (Public High School), d) the teaching program at SMU is arranged in 10 subjects, the major at SMU is carried out in grade II, majors are divided into Science, Social Sciences and Language. e) SMK introduces a dual education system program. The minister then was Prof. Dr. Ing Wardiman Djoyonegoro (1993-1998). In its implementation, the curriculum is too dense, affecting the decline in students' enthusiasm for learning, and the quality of education slumped. Students become reluctant to study for a long time, and lessons become boring. Lesson hours should be trimmed, and space should be provided for students to fill them with extracurricular activities.

6. Curriculum or Competency-Based Curriculum/ KBK (2004)

KBK is expected to be able to develop students' knowledge, understanding, abilities, values, attitudes, and interests to be able to do something responsibly ([Wirianto, 2014](#)). The characteristics of this curriculum are a) The nature of *the competency-based curriculum*, b) The mention of junior high school to junior high school, 3) The mention of high school to high school, d) The teaching program in elementary school is arranged into 7 subjects, e) The teaching program in junior high school is arranged in 11 subjects, in high school 17 subjects, majoring in high school is carried out in grade 3, namely; Natural sciences, Social sciences, Linguistics. The Minister of Education and Culture in this period was Prof. H. Abdul Malik Fajar from 2001-2004 ([Abdullah, 2007](#)). This curriculum focuses on student competence, so its application is student-centred, uses a holistic approach, and prioritizes the contextual learning process. Meanwhile, teachers play an essential role in ensuring the achievement of the learning process. A student-centred curriculum positions teachers as facilitators rather than lecturers; therefore, teachers are required to creatively manage the teaching and learning process by creating a relaxed, varied learning atmosphere and arousing a high spirit of curiosity, optimizing students' thinking power through hearing, seeing

and feeling, so as to be able to find solutions to problems in the learning process.

7. Curriculum at the Education Unit Level/KTSP (2006)

The 2006 curriculum focuses on plans regarding the objectives, content, and subject materials used as guidelines for teaching and learning activities to achieve educational goals ([Saffina et al., 2020](#)). The characteristics of this curriculum include: a) Certain subjects support specific competencies for all levels. b) Subjects are designed independently and have their competencies for all levels. c) Indonesian is on par with other Mapel for elementary level. d) Each subject is taught with a different approach. For all levels. e) Each type of learning content is taught separately (separated curriculum). At the elementary level. f) Thematic for classes I-III (not yet integrated). This is specifically for the elementary level. g) ICT is a subject in itself. This is specifically for the junior high school level. h) Indonesian as knowledge. For junior high school / high school / vocational level. i) For high school, there have been majors since grade XI. At the high school level. j) High school and vocational school without the same competence. For high school and vocational school. k) The majors at SMK are very detailed (up to expertise). For vocational schools ([Hakim, 2017](#)).

8. Curriculum 2013

The 2013 curriculum is a character-based curriculum aiming to improve the quality of educational processes and outcomes that lead to students' ethics and noble morals following the Graduate Competency Standards (SKL) in the academic unit. Through the 2013 curriculum, the government expects students to increase their knowledge and apply ethical values and noble morals to realize them daily ([Kosassy, 2017](#)). The characteristics of this curriculum include: a) Each subject supports all competencies. For all levels. b) Subjects are designed to be related to each other and have competencies tied to each class's core competencies. For all levels. c) Indonesian as another Mapel interpreter (language skill attitude). At the elementary level. d) All subjects are taught related and integrated with the same (scientific) approach through observing, questioning, trying, and reasoning for all levels. e) Various types of learning content are taught relatedly and integrated (cross-curriculum or integrated curriculum). At the elementary level. f) Science content is integrated and used to drive content for other subjects. At the elementary level. g) Thematic for grades I – VI. At the elementary level. h) ICT is a means of learning. For Junior High School. i) Indonesian as a means of communication and carrier of knowledge. For junior high school / high school / vocational level. j) There are no majors in high school. There are compulsory subjects, specialization, inter-interest, and deepening of interests. For high school and vocational school. k) High school and vocational school have the same compulsory subjects related to the fundamental basis of knowledge, skills and attitudes. For high school and vocational school. l) The majors at vocational schools are not too detailed (up to the field of study),

and there is a grouping of learning and deepening for the high school and vocational school levels ([Hakim, 2017](#)).

9. Curriculum 2022 (Independent Curriculum)

The Independent Curriculum was developed to improve the quality of Indonesian education. The independent curriculum can be adjusted to students' needs and characteristics, making it easier for students to learn without feeling burdened with learning activities. Implementing learning using the independent curriculum is more in-depth, fun and independent ([Priantini et al., 2022](#)). Teachers have been provided with references in the Merdeka Platform in accordance with the Merdeka Curriculum to facilitate the teaching and learning process without being limited by distance and time barriers while developing their teaching practices. On the other hand, the independent curriculum results in the distraction of students' attention to gadgets and low literacy towards books and other scientific activities, while at Tiggi College, the Independent Student Exchange (PMM) program, the Student Creativity Program (PKM), the Teaching Campus and other activities allow students to convert the weight of credits to the desired courses. This will enable students not to contract core courses in the study program that are closely related to graduate skills so that graduates have the potential to have minimal skills in their scientific fields.

Five Pillars of Educational Curriculum Development

The curriculum has five main components, namely: (1) Curriculum objectives, (2) Curriculum content/materials, (3) Learning strategies, (4) Curriculum organization and (5) Curriculum evaluation. These five components are closely related and cannot be separated from each other ([Hamdi, 2017](#)).

1. Curriculum Objectives

Goals are often interpreted as something that is expected to be achieved after carrying out a series of activity processes. Goals are critical in business because the existence of goals will determine the direction and targets to be achieved. With a precise formulation and description of goals, the results to be achieved can be maximized to achieve them. The goal is to provide direction for developing other components in curriculum development. The curriculum's goals must be comprehensive, including various aspects of the goal domain, both cognitive, affective, and psychomotor. This must be considered so that the output controls the three elements of the destination domain ([Masykur, 2013](#)).

2. Curriculum Content or Materials

Curriculum material is essentially the content of the curriculum. Therefore, the material must reflect teaching materials to build enlightenment about scientific insights. Some also call it the syllabus. The syllabus has curricular objectives (competency standards), learning objectives (basic competencies), indicators and subject matter/learning materials, and descriptions. The description of this subject matter is used as the basis for

taking and determining teaching materials in every learning activity in the classroom by teachers. Determining subject matter or subject matter is based on competency standards, essential competencies, and indicators. Criteria that can help in designing a curriculum in determining the content of teaching materials or curriculum content include: Curriculum content must be appropriate, appropriate and meaningful for student development, Curriculum content must reflect social reality, Curriculum content must contain scientific knowledge that can withstand tests and Curriculum content can support the achievement of educational goals.

3. Learning Strategies

Method is one of the strategies or methods used by teachers in the teaching and learning process to be achieved. The method means a path or way that must be travelled to achieve a specific goal. Teaching method also means the method used by teachers in establishing relationships with students during teaching, so that the better the use of teaching methods, the more successful the achievement of goals, meaning that if teachers can choose the suitable method that is adapted to teaching materials, students, situational conditions, teaching media, the more successful the teaching goals that want to be achieved. The preparation of methods or strategies should be based on the analysis of tasks that refer to the curriculum objectives and based on student behaviour. In this connection, three alternative approaches can be used, namely:

- a) A subject-centred approach, where the learning material is mainly sourced from the subject matter. The delivery is carried out through communication between teachers and students. The teacher is the conveyor of the message or communicator; the student is the message's recipient; the lesson material is the message itself. In this communication series, various teaching methods can be used.
- b) A student-centered approach. Learning is carried out based on students' needs, interests and abilities. In this approach, methods are more widely used in the context of individualization of learning.
- c) An approach oriented to people's lives. This approach aims to integrate schools and communities and improve people's lives. The procedure is to invite the community to school or for students to visit the community. The methods include field trips, resource persons, experiential work, surveys, and community services.

4. Curriculum Organization

Curriculum organization is the structure of the curriculum program in the form of a framework of teaching programs that will be delivered to students ([Masykur, 2013](#)). The variety of views that underlie curriculum development has given rise to diversity in curriculum organization. There are at least six types of curriculum organization, namely:

- a) Isolated subjects: The curriculum comprises several subjects taught individually without any relationship to other subjects. Each is given at a

specific time and does not consider the learners' interests, needs, and abilities; all materials are presented equally.

- b) Correlated subjects: Correlation is held to reduce weaknesses due to the separation of subjects. The procedure is to convey interrelated points to make it easier for students to understand specific lessons.
- c) Field of study (*broad field*), namely the organization of the curriculum in the form of a collection of similar subjects, have the same characteristics and are correlated (functional) in one teaching field. One subject can be used as a "core subject", and the other is associated with the core.
- d) Child-centred programs (*child-centred*) are curriculum programs that focus on student activities, not subjects.
- e) Core Problem is a program in the form of problem units, where problems are taken from a particular subject, and other subjects are given through learning activities to solve the problem. The subjects that are the analytical knife are presented in an integrated manner.
- f) An eclectic program is a program that seeks a balance between the curriculum organization centred on subjects and students.

5. Curriculum Evaluation

Evaluation is a process that determines the extent to which the goals that have been set can be achieved. In general, evaluation or assessment is a systematic process of collecting information, either in the form of numbers or verbal descriptions, analysis, and interpretation of information to make decisions on the quality of work results (Hasan, 2008). The evaluation position in achieving the goals of a program plays a vital role as feedback on the work that has been carried out. Whether the program can produce a change for the better or still needs improvement to achieve the desired goal.

Curriculum evaluation plays a vital role in determining educational policies in general and in decision-making in the curriculum. Educational policyholders and curriculum holders can use the evaluation results to select and specify the policy for developing the education system and the curriculum model used. It can also help students grow and choose study materials, methods, and lesson aids.

Curriculum evaluation can be done by analyzing from the first aspect, ideas or ideas, the second aspect of the material presented in the learning process, and the three elements of the process that occur in learning activities involving teachers as the spearhead in the implementation of the curriculum, and the fourth aspect of the evaluation of both the process and the results. Education practitioners can use these aspects to improve the quality of education by educational goals. There are several objectives of curriculum evaluation;

- a) Knowing the achievement of students' learning outcomes is essential in determining whether the learning material needs to be repeated or continued.

- b) Knowing the effectiveness of learning and teaching methods and whether what teachers have done is appropriate is related to both the attitude of teachers and students.
- c) Knowing the institution to make the right decisions to realize healthy competition to race in achievements.
- d) Knowing the extent to which the curriculum has been fulfilled in the process of learning activities at schools or madrasas.
- e) Knowing the financing needed for various needs, both physical and psychological.

With these several objectives, curriculum evaluation will serve as feedback on educational activities. This feedback is helpful for:

- a) Improvement, namely, improvement of all components of education.
- b) Purification is the purification of all components of education. This means looking back at the educational programs carried out.
- c) Modernization, namely, modernizing all educational activities.
- d) Input, which is input as a report for the student's master

Curriculum Development Direction

Curriculum development is a complex process that involves various interrelated components. Therefore, the curriculum development process requires technical skills from the developer to develop multiple curriculum components, and the developer must also understand the different elements that affect it. In an education system, the curriculum is dynamic and must permanently be changed and developed to keep up with the developments and challenges of the times. However, changes and developments must be systematically and targeted, not just changing. They must have a clear vision, direction, and a national education system and curriculum ([Siregar, 2013](#)).

Education has undergone a shocking change with the Covid-19 pandemic. Policymakers carry out various concepts of curriculum changes to adjust to existing conditions. Starting from the simplified emergency 2013 curriculum to the adjustment of the independent curriculum in driving schools and at the Central Vocational School of Excellence. The government offers an independent curriculum to determine curriculum policies in 2024. The independent curriculum is optional and can be applied by educational units starting from the 2022/2023 school year. The independent curriculum continues the direction of the previous curriculum development ([Rozady & Koten, 2021](#)).

The concept map implemented in 2021 by the Ministry of Education and Culture, Research and Technology implements the Driving School program, which aims to realize education in Indonesia that is sovereign, independent and has the personality of Pancasila students who have faith, piety and global diversity. Proof of the government's seriousness in the 2021/2022 school year involves approximately 2,500 educational units in 34 provinces and 110 districts/cities. Meanwhile, in the 2022/2023 school year, it is projected that as many as 10,000 educational units in 34 provinces and 250 districts/cities will participate in the driving school program ([Qiptiah, 2023](#)).

The independent curriculum, in general, is one of the steps to realize the government's goal of educating the nation's life through the national education system. It must be able to ensure equal distribution of educational opportunities to improve the quality, relevance, and efficiency of education management to face challenges by the demands of changes in local, national, and global life, so it is necessary to carry out education reform in a planned, directed, and sustainable manner. The independent curriculum prioritizes the strength of character as a developed value. The focus among them is the character of a Pancasila student, which is applied from childhood to high school. Pancasila student profiles include 1) Faith, fear of God, and noble character. This point shows that the Pancasila Student Profile hopes to achieve good morals among fellow humans, with nature and state morals; 2) Global Diversity, the intention of this point is for students to be able to maintain local cultural wisdom, especially when interacting with other cultures; 3) Gotong Royong, which means that students can collaborate, care and share with the surrounding environment; 4) Independence, the meaning of the point is that independence needs to be possessed by students in carrying out life, especially in completing a job well and responsibly; 5) Critical reasoning, of course, students need to have critical reasoning in this global competition to be able to analyze information, evaluate and conclude, especially in decision-making; 6) Creative, of course, Pancasila students must have a sense of wanting to try as a form of innovative and creative thinking amid increasingly advanced conditions.

Meanwhile, the MBKM curriculum has been implemented in universities. In its implementation, universities involve external parties in formulating the curriculum so that the results of their graduates can be accepted in the world of work. Several programs have been agreed upon: student exchanges, internships, work practices, teaching assistance in educational units, research, research, humanitarian projects, entrepreneurial activities, independent studies/projects, and building villages/KKN ([Qiptiah, 2023](#)).

The Independent Learning Independent Campus Policy launched by the Minister of Education and Culture is a framework to prepare students to become strong scholars relevant to the times' needs and ready to become leaders with a high sense of nationality. The purpose of the Independent Learning Independent Campus policy, the "three-semester right to study outside the Study Program", the program is to improve the competence of graduates, both soft skills and hard skills, to be more prepared and relevant to the needs of the times, preparing graduates as future leaders of the nation who are superior and have personalities. Experiential learning programs with flexible pathways are expected to help students develop their potential according to their passion and talents.

The current educational curriculum in Indonesia can undergo adjustment again with the end of the old government cabinet and the replacement of a new government. Change is an inevitability, as is the change

in the educational curriculum. However, the curriculum should be able to touch the essence of education by paying attention to the needs and realities of education so that the ideals of intelligence as mandated by the 1945 Constitution can be realized.

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