

# Transformation in Indonesian Language Curriculum: Pros and Cons between *KTSP 2006* and Curriculum 2013 in Indonesia

Zidnie Ilma, and Rony Kurniawan Pratama

**Abstract**— This study aims to describe the change from *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* to Curriculum 2013 specified on Indonesian subject at schools. The researchers use descriptive qualitative method in conducting the study. The research data is taken from an interview with a lecturer of Indonesian language, national journals, Indonesian language organization, and opinions from newspaper. The findings are as follows: (1) in term of the preparation, Curriculum 2013 is seen to be too early to implement, (2) the substantial revision upon the textbooks is needed as a learning manual, (3) the socialization of this newborn curriculum to teachers needs to be increased, (4) the reduction upon literary and language skill and the “addition” on the texts, (5) literary substance and language skill in *KTSP 2006* needs to be uplifted in balance with text learning in Curriculum 2013.

**Keywords**— transformation, language curriculum, Curriculum 2013, *KTSP 2006*.

## I. INTRODUCTION

INDONESIA has experienced eleven times of changing or transforming the curriculum since the country was established. The transformation of Indonesian curriculum can be seen as follows: Curriculum 1947 (the study plans were explained clearly on the study descriptions), Curriculum 1964 (the study plans for Elementary Schools), Curriculum 1968 for Elementary Schools, Curriculum 1973 (a project on school of development pioneer), Curriculum 1975 Elementary Schools, Curriculum 1984, Curriculum 1994, Curriculum 1997 (a revision upon Curriculum 1994), Curriculum 2004 pioneering *Kurikulum Berbasis Kompetensi (KBK)* or Competence-based Curriculum, *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*, and Curriculum 2013[3].

Meanwhile in the latest decade, Indonesia curriculum has been transformed three times. The first one was when Megawati Soekarno Putri, Indonesia’s fifth president, brought an idea about *Kurikulum Berbasis Kompetensi (KBK)* or Competence-based Curriculum in 2004. Then, the sixth

president, Susilo Bambang Yudhoyono (SBY) who governed Indonesia for twice brought two curriculum transformations. On his first leadership period, he brought *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* through his Minister of National Education, Prof. Bambang Sudibyo, MBA., while on his last leadership period, he brought Curriculum 2013 through his Minister of Education and Culture, Mohammad Nuh. During SBY led Indonesia for twice, the name of the ministry of education was also changed twice: Ministry of National Education (2004-2009) into Ministry of Education and Culture (2009-2014).

The phenomena of curriculum transformations in Indonesia are caused by the change of social dynamics and global needs. Politically, these transformations are also caused by the change of power. No wonder that there emerges an anecdote among society: “change the minister, change the curriculum.” Based on the previous facts, this anecdote is justifiable. This is important to discuss about curriculum transformation because this is a continuous issue and still progressive currently. Somehow it becomes one thing that is waited for by the society every time Indonesia will change its governmental cabinet. It is always a hot issue that attracts many people’s attention, especially educational practitioners.

Curriculum 2013 as the current curriculum has been officially implemented in any directed schools. Its percentage is only 3% out of 6221 schools in Indonesia. This brand new curriculum then attracts pros and cons in any educational stakeholders, either practitioners or observers. In fact, the transformation from *KTSP 2006* into Curriculum 2013 is a solving problem brought by Mohammad Nuh as a response toward the result of research surveyed by PISA in 2012 in 65 countries. According to the PISA (Programme for International Student Assessment), Indonesia ranked the 64<sup>th</sup> place [3]. The data shows that the reading ability of Indonesian students in solving problems is still in the very low level.

PISA is an international organization concerning on students’ assessment in countries which join The Organization for Economic Co-operation and Development (OECD) and UNESCO’s Institute for Statistic. The assessments consist of mathematics, science, and reading. This organization conducts a research every once in three years (PISA, 2012). The research data is used to be a reference for Curriculum 2013

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development. There are considerations on its development, such as academic, operational, and aspiration needs (Ministry of Education and Culture). Curriculum 2013 has integrative thematic characteristic which means one subject is correlative with other subjects.

The correlation between one subject and another is intra-disciplinary, multidisciplinary, and transdisciplinary in contextual-based observation (Ministry of Education and Culture). The integrative thematic system aims to encourage the students to be better in conducting observations, queries, and reasons and in communicating things they know. This system becomes a very important element of delivery for the curriculum itself. Such system is convinced to be a correlative learning medium for emotional, physical, and academic of the students [5]. Regardless the system, there are many arguments in any mass media to respond the case of Curriculum 2013 which is seen still improper to be applied. Besides mass media, there are also seminars conducted in universities in Indonesia or abroad to unite education experts. Minister of Education and Culture also got critical argument from teachers stating the same thing which is Curriculum 2013 is not ready yet to be implemented in schools. This phenomenon portrays the very end of SBY's leadership period.

The ups and downs of education fate in Indonesia are back to normal since Anies Baswedan, Ph. D was chosen as Minister of Cultural Elementary and High School Education (Bahasa: *Kemendikdasmen* or *Kementerian Kebudayaan Pendidikan Dasar dan Menengah*) in 2014. This was the time when Indonesia's seventh president, Ir. Joko Widodo, inaugurated for 2014-2019 period. Anies proposed a policy to revise Curriculum 2013. This policy also attracts pros and cons as well and one of the cons comes from the former minister, Mohammad Nuh. We can say that the presidential transformation from SBY to Joko Widodo results on the vacillating of education fate in Indonesia. This case is still debated in 2015.

The discussion about pros and cons of transformation curriculum will be a continuous updated issue. People worry and are curious upon the future of Indonesian curriculum, especially when the country elects a new minister. Based on this reason, the researchers try to bring the pros and cons in this study because in the long run, they will become leaders for their country. They want to aware upon the current national issue on education which always becomes one of prominent issues.

## II. DISCUSSIONS

### A. Curriculum 2013: A Text-based Learning

Responding upon the curriculum transformation, Seller and Miller [7] stated that the process of curriculum development is a series of continuous activities. The series can be described below.

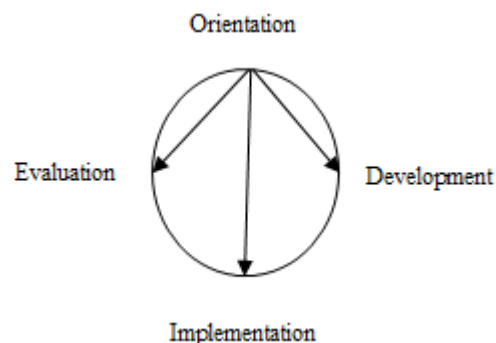


Fig. 1 The cycle of curriculum development

According to them, the curriculum development should be started from deciding the orientation which includes general policies, such as the directions and goals of education, perspective about the essence of study and students, and also about the success of the implementation. Based on the orientation, curriculum is then developed into the learning manuals which are implemented on the process. Finally, the process is evaluated. The result is used as a material on deciding the orientation. It goes continuously until it forms a cycle. This is what happens with Indonesian curriculum: the transformation of KTSP 2006 into Curriculum 2013 reality.

Seeing generally, the goal on national education is to develop student's personal potential to be devout and pious mankind to God the Almighty, have noble personality, bookish, skillful, creative, independent, responsible and democratic citizen. This goal is according to Undang-Undang No 20 Sisdiknas year 2003 verse 3. Seeing specifically, the development of national education, especially the national curriculum, is based on RPJMN 2010-2014 on education section. There are two factors on the development: the change of learning method and curriculum arrangement. Meanwhile, the implementation of Curriculum 2013 is also based on Inpres No 1 year 2013 which stated about the acceleration of implementation upon national development priority. One of the verses said that to accomplish and perfect the curriculum and active learning method are based on culture values of the nation to shape nation's competitiveness and character.

The implementation of Curriculum 2013 is conducted through some core principles. First, the standard of graduate competence is based on the needs to do so. Second, the standard of content is based on standard of graduate competence through core competence from any subjects. Third, all subjects have to contribute to build students' attitude, skills, and knowledge. Fourth, the subjects exist because there are competences to achieve. Fifth, all subjects are bounded on the core competence. Sixth, there is harmony on the demand of graduate, content, learning process, and assessment competences. These principles are very essential on making the success of Curriculum 2013 implementation [5].

Curriculum 2013 has a characteristic which is a text-based learning. In Bahasa Indonesia class, it is used with some principles, such as (1) language is seen as a text not merely as a group of words or language rules, (2) the use of language is a selection process upon language forms to express something, (3) language is functional which means it cannot get far from

the context because it represents opinions, attitude, values, and the speakers' ideology, and (4) language is a medium to shape human's thinking ability.

Teaching and learning about text is changing. The teacher has to conduct four stages of learning process, which are (1) to construct the context, (2) to design a text, (3) to compose a text simultaneously, and (4) to compose a text individually (*Prawacana Pembelajaran Teks*). Based on these stages, the text-based learning in Curriculum 2013 is more directed and systematical. The teacher gives the base and builds the understanding, the students do the assignment altogether, when they have reached deeper understanding then they are asked to do it by themselves.

#### B. *KTSP 2006 and Curriculum 2013: Quo Vadis?*

Curriculum development comes from several problems. There are lacks in the previous curriculum.

"To cover the lacks of education in Indonesia (based on the survey result of PISA 2012), the government tried to "fix" the curriculum. Here are some problem in Curriculum 2006 which was presented when the socialization of Curriculum 2013 was conducted: (1) the curriculum contents were still too compact which was shown through so many too broad subjects and materials and the difficulty level is beyond the students' limit, (2) the curriculum was not thoroughly based on the competence which fitted the functional demand and the goal of national education, (3) the competence did not holistically fulfill the domain of attitude, skills, and knowledge, (4) some needed competences which should have fitted with the need of development (in character education, active learning method, balance between soft and hard skills, and entrepreneurship) did not accommodate yet in the curriculum, (5) curriculum was not sensitive enough toward the social change that happens regionally, nationally, and globally, (6) the standard of learning process did not describe enough the detail learning structure or arrangement that impacted on the open interpretation chance and it resulted on teacher-centered learning, (7) the assessment standard did not head to competence-based assessment (attitude, skills, and knowledge) and did not firmly demand the periodic remedy." [9]

There are five papers that the authors use as sources of responses toward the transformation of both curriculums. These papers were composed by experts in national education. The debates are as follows:

##### 1. Zamzani [14]

Curriculum 2013:

- a. On the fifth point in page five, it is stated that Curriculum 2013 is not maximum yet on its socialization. To achieve the targeted result, training and assistance need to always be done.
- b. The contents for Bahasa subject consist of the four competences but they are implicit.

##### 2. Djoko Saryono [8]

Curriculum 2013:

- a. The understanding about Curriculum 2013 among principals in East Java reaches 60%. There are only 33.33% teachers who are able to understand the curriculum very well.
- b. On trainings and socializations of Curriculum 2013, the sources or informants are considered as not that

capable to master the materials. As the result, they cannot explain clearly to the participants about how to implement the curriculum in the class.

- c. The number of teachers (especially Indonesian language and literature, History, and Math for grade 10) who have been ready to implement the curriculum does not reach a half yet. It is around 46.67%.

*KTSP 2006:*

- a. There are only 36.67% teachers who can explain Curriculum 2013 into KTSP as a form of operationalization. There are even some of them who combine both curriculums.
- b. Teachers feel "forced" to implement Curriculum 2013 because their schools are directed as the targeted schools of the curriculum implementation.

##### 3. Suminto A. Sayuti [10]

Curriculum 2013:

- a. Literature is not presented explicitly in the formulation of core and basic competence.
- b. Literature appears implicitly in basic competence but it is limited in few subgenres.
- c. The absence of artwork which is turned into the presence of text should be responded positively.
- d. Literature appears explicitly only

*KTSP 2006:*

- a. There is much reduction of literature material in Curriculum 201. In fact, KTSP 2006 has good portion of literature.
- b. We do not need to worry about such reduction because in creative teachers' hands, literature can appear and be taught well.

##### 4. Taufik Ismail [2]

Curriculum 2013:

- a. Curriculum (especially for Bahasa subject) has to be directed to "read, read, and write, write."
- b. The students should have encouraged to love literature because by reading literary works they automatically will learn about character education. Besides, the level of literacy will increase.
- c. The learning about grammar should not be taught fully. This is reading literature and practicing to write stories instead!
- d. By reading and/or writing literary works, the students also learn grammar indirectly.

##### 5. Sarwiji Suwandi [9]

Curriculum 2013:

- a. The implementation of Curriculum 2013 does not position the teachers as decision variables.
- b. Scientific approach is considered as a golden key to develop students' attitude, skills, and knowledge.

*KTSP 2006:*

- a. The contents of the curriculum are too compact. It is shown through the number of subjects and materials that have difficulty level beyond child's age development.
- b. The curriculum is not fully yet based on the competence that is suitable with the function and goals of national education.

- c. The competence does not describe holistically the domain of attitude, skills, and knowledge.
- d. Several needed competences that are matched with the development of character education, active learning method, balance between soft skills and hard skills, and entrepreneurship is not accommodated yet in the curriculum.
- e. The curriculum is not sensitive and responsive yet to the social change happened in local, national, and global level.
- f. The standard of learning process does not portray yet the detail order of learning process. As the result, it opens the chance of various interpretations and the learning process is teacher-centered.
- g. The assessment standard does not orient to competence-based one, such as attitude, skills, and knowledge. It is also not firm yet to demand any periodically remedy.

### III. CONCLUSION

Big topics about pros and cons of Curriculum 2013 and KTSP 2006 are as follows: (1) in term of the preparation, Curriculum 2013 is seen to be too early to implement, (2) the substantial revision upon the textbooks is needed as a learning manual, (3) the socialization of this newborn curriculum to teachers needs to be increased, (4) the reduction upon literary and language skill and the “addition” on the texts, (5) literary substance and language skill in KTSP 2006 needs to be uplifted in balance with text learning in Curriculum 2013.

Pros and cons of transformation from KTSP 2006 to Curriculum 2013 have to be wisely responded since the process is not easy and instant. Any suggestions coming from the experts and practitioners should be listened to so that the curriculum itself can be better. More than that, the success of educational process depends on the teacher. This is because they are the ones that apply the curriculum directly in classes. Moreover, the so-so curriculum if it is applied by great teachers will impact to the great result of learning process. This is a thing that is possible to happen in education world.

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