

THE IMPLEMENTATIONS OF KBK (COMPETENCY-BASED), KTSP (SCHOOL-BASED), AND K-13 CURRICULA; A COMPARATIVE ANALYSIS

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ABSTRACT

The curriculum, a governmental initiative within the educational sphere, evolves in response to societal shifts and advancements in science and technology. This research employs qualitative methods to generate descriptive data on the educational curriculum as a visible social construct. This social construct is then scrutinized through the lens of public policy theory. The study concludes that the curriculum, as a political measure by the Indonesian government in education, logically follows societal evolution and scientific progress. Over the period from 1999 to 2013, there have been three iterations of the curriculum: the Competency-Based Curriculum (KBK), the Education Unit Level Curriculum (KTSP), and the 2013 Curriculum (K-13). Each curriculum emphasizes distinct focal points and objectives. The government's revisions to the curriculum, guided by public policy theory, aim to meet the evolving needs and interests of the community. This ensures that the curriculum remains responsive to the changing social dynamics and advancements in science and technology within Indonesia and globally.

Keywords: Competency-Based Curriculum; School-Based Curriculum; Curriculum 2013.

ABSTRAK

Kurikulum adalah kebijakan pemerintah dalam bidang pendidikan yang ditetapkan oleh otoritas pemerintah. Kurikulum terus mengalami perubahan seiring dengan perkembangan zaman serta kemajuan ilmu pengetahuan dan teknologi. Penelitian ini menggunakan metode kualitatif dengan menghasilkan data deskriptif sebagai gambaran nyata dari realitas sosial, yaitu kurikulum pendidikan. Realitas sosial ini kemudian dianalisis dengan menggunakan teori kebijakan publik. Studi ini menyimpulkan bahwa kurikulum sebagai kebijakan politik dari pemerintah Indonesia dalam bidang pendidikan merupakan hasil logis dari perubahan sosial dan kemajuan ilmu pengetahuan. Dari tahun 1999 hingga 2013, terdapat tiga perubahan kurikulum, yaitu Kurikulum Berbasis Kompetensi (KBK), Kurikulum Tingkat Satuan Pendidikan (KTSP), dan Kurikulum 2013 (K-13). Setiap kurikulum memiliki fokus dan titik penekanan tersendiri. Tujuan perubahan kurikulum yang dilakukan pemerintah dari sudut pandang teori kebijakan publik adalah untuk memenuhi kebutuhan dan kepentingan masyarakat. Dengan demikian, kurikulum tetap dapat disesuaikan dengan perubahan sosial, perkembangan ilmiah, dan teknologi yang terjadi dalam masyarakat Indonesia maupun dunia secara umum.

Kata Kunci: Kurikulum Berbasis Kompetensi, Kurikulum Berbasis Sekolah, Kurikulum 2013.

A. Introduction

Curriculum is a set of plans and arrangements regarding the objectives, the content, and the learning materials and methods used to guide the organization of learning activities to achieve the national education goals. All fields, especially education, develop in accordance with the nowadays development and education has been central to this. While education system grows in accordance with the circumstances occurred in the present times, the educational curriculum is always in the process of evolving to its perfect form, starting from 1947 up to the latest curriculum 2013 as the continuation of the 2004 curriculum (CBC) and the 2006 curriculum (SBC).

It is undeniable that Indonesian curriculum changed due to several reasons and in order to achieve the national education goals stated in the explanation of Article 35, Law no. 20, 2003 that graduate competency is the competency qualification of a graduate that includes attitudes, knowledge, and skills in accordance with the national standards. Thus, prior to the achievement of national education, all

those supporting aspects, developments, and changes are inevitable. As teachers and educators, it is supposed that we respond to the phenomenon of curriculum changes and work to reflect whether the teachers' ethic are able or not to be accounted for. This paper analyzes the changes in Indonesian curriculums from the CBC (competency-based curriculum), SBC (school-based curriculum), and Curriculum 2013 as well as describes the foundations for the conversion of the curriculum 2004 to the current curriculum 2013, by analyzing aspects of scientific methodology and approaches adopted.

B. Method

This study employs qualitative methods, that is, research techniques that generate written descriptions of data from observable social situation (Sugiyono, 2010). The data analyzed relied on literature derived from scientific articles, books and references related to the discussion. The social situation of education that is formed from changes in the curriculum is then analyzed using public policy theory. Because the curriculum is a government policy in

the field of education by making comparisons between KBK, KTSP and the 2013 curriculum.

C. Result and Discussion

The all three curriculums analyzed in this paper are *School-Based Curriculum (SBC 2004)*, *Competency-Based Curriculum (CBC 2006)*, and *Curriculum 2013*, respectively. By realizing that there is no single curriculum is the best in the world, in which each has their own strenghts and weaknesses, therefore, this paper is not trying to judge and conclude which is the best or worst among each other. Instead, this paper tries to view them through objective looking glass with the intention of studying and learning for better curriculum improvements in the future times.

1.1 The Competency-Based Curriculum (CBC 2004)

Competency-Based Curriculum (CBC) or the Curriculum 2004, is an Indonesian curriculum implemented since year 2004 up to 2012. Looking from the materials, the curriculum is almost similar to the Curriculum 1994, the difference only lies in the way students study in classrooms. While the CBC curriculum conditioned the

students in a trimestral system, the curriculum 2013 conditioned the students in a semestral system. While the curriculum 2004 expected students to study the materials individually, the curriculum 2004 expected them to study cooperatively in solidarity and in competitive situations. The curriculum 2004 focused on the study of science and technology with the expectation of students would actively develop their skills and apply them in various real life contexts. It enroled the teacher as a facilitator rather than a teacher in the traditional view, togetherness and education for all are the visions of this curriculum. Moreover, classroom activities were set student-centered in terms of the students were no longer objects but subjects. Meaning that the students should give active contributions in all activities.

1.1.1 The Strengths of the Competency-Based Curriculum 2004

According to Mulyasa (2006) and Mulyasa (2021), there are several strong characteristics of the SBC includes the following.

The curriculum emphasizes the development of student competence through both traditional and individualized methods. It encourages students to take responsibility for their learning, engage in assessing and influencing public policies, and actively participate in school and community activities. The overarching goal is to graduate students who are competent and capable of nurturing their cultural and national identities. The curriculum provides essential knowledge, skills, and learning experiences that foster social integrity and embody national values.

Learning outcomes are prioritized, emphasizing diversity in educational achievements. The teaching and learning process incorporates various approaches and methods to cater to different learning styles and needs. A diverse range of educational resources is utilized, not limited to teachers but including other materials that meet educational standards.

There is a strong emphasis on assessing the learning process and outcomes to ensure students achieve the necessary

competencies. This evaluation process is integral to maintaining educational quality and effectiveness.

1.1.2 The Weaknesses of the Competency-Based Curriculum 2004

Another weakness of the Competency-Based Curriculum (CBC) 2004 is the inadequate infrastructure and resources needed to support its implementation. Many schools lack essential materials, such as textbooks, teaching aids, and technological tools, which are critical for fostering an engaging and effective learning environment. Furthermore, the CBC requires ongoing professional development and training for teachers, which is often insufficient or inconsistently provided. This leads to varying levels of competence among educators, undermining the curriculum's effectiveness. Additionally, the assessment methods used in CBC are sometimes not aligned with its goals, focusing more on rote learning and standardized testing rather than on evaluating students' competencies and skills comprehensively. This misalignment can result in a

disconnect between the curriculum's objectives and actual student outcomes.

1.2 The School-Based Curriculum (SBC or KTSP 2006)

The School-Based Curriculum (SBC), which is the refinement of the curriculum 2004 (CBC), is the operational curriculum developed and implemented by each educational unit or school. SBC is a curriculum development strategy to achieve effective and productive schools. SBC is a new paradigm for curriculum development that gives broad autonomy to educational unit and the participation of the society in order to streamline the learning process in schools.

SBC is an attempt to perfect the previous curriculum to be more familiar with the teachers, because they are more involved so that they are expected to have adequate responsibility. In general, the purpose of the implementation of SBC is to make the units of education system or schools independent as well as to empower them through the granting of authority (autonomy) to educational institutions. SBC provides the

opportunity for schools to be more actively participating.

SBC is an operational educational curriculum developed and implemented in each of the applicable adult education unit in Indonesia. SBC is imposed from the academic year 2006/2007 which replaced the curriculum 2004 (CBC). The curriculum was born along with the enactment of Law No. 20 of 2003 on National Education System and Government Regulation No. 19 of 2005 on National Education Standards. One difference compared to the SBC applies curriculum ever before in Indonesia is located on its development system. Curriculum development before SBC was centralized, while SBC is an operational curriculum developed by education unit by taking into account the local characteristics and differences (decentralized)

1.2.1 The Strengths of School-Based Curriculum

The curriculum places a strong emphasis on developing students' competencies both individually and collectively. It focuses on achieving learning outcomes and embracing diversity, incorporating genre

approaches influenced by Systemic Functional Grammar as articulated by Halliday (1987). Additionally, it encourages the utilization of diverse educational resources beyond traditional teacher-centric methods and places significant importance on assessing the learning process and outcomes related to specific competencies.

Key terms such as Competency Standards, Basic Competence, Achievement Indicators, and Core Materials delineate the curriculum's framework, reflecting the essential knowledge, skills, attitudes, and values students are expected to gain after mastering language skills (listening, speaking, reading, and writing). This framework promotes interactive communication between teachers and students, fostering a student-centered learning environment.

The curriculum advocates for employing varied approaches and methods to accommodate different learning styles and needs, alongside a wide array of learning resources. It positions teachers as professionals who must exhibit creativity in their teaching practices to effectively

engage students and enhance their learning experiences.

1.2.2 The Weaknesses of School-Based Curriculum

Another weakness of the School-Based Curriculum is the disparity in resources and support among schools, leading to inconsistencies in curriculum quality and implementation. Schools in underprivileged areas often struggle with limited funding, outdated materials, and insufficient technological tools, which hampers their ability to effectively design and deliver the curriculum. Additionally, the autonomy given to schools to develop their own curricula can result in significant variations in educational standards, potentially creating gaps in student learning and achievement across different regions. Furthermore, the increased responsibility placed on teachers for curriculum development can be overwhelming, especially without adequate training and professional development. This can lead to a lack of coherence and continuity in the curriculum, affecting the overall educational experience for students.

2.3 The Curriculum 2013

Curriculum 2013 is a curriculum that is currently in the planning stage and is currently being implemented by the government, because this is a change of the structure of the SBC. This change was made because banyaknya one problem and attempt to fix the lack of proper curriculum. According to Hanif (2015) and Zaini (2015) there are several strenghts and weaknesess of curriculum 2013.

2.3.1 The Strengths of the Curriculum 2013

The curriculum places a strong emphasis on the development of students' competencies, both on an individual basis and collectively. It aims to achieve educational goals and embrace diversity by integrating genre approaches influenced by Systemic Functional Grammar as described by Halliday (1987). Moreover, it promotes the use of diverse educational materials beyond traditional teacher-centered methods and gives considerable importance to evaluating the learning process and outcomes related to specific competencies.

Terms such as Competency Standards, Basic Competence, Achievement Indicators, and Core

Materials define the structure of the curriculum. These terms signify the fundamental knowledge, skills, attitudes, and values that students are expected to acquire after mastering language skills (listening, speaking, reading, and writing). This framework encourages active communication between teachers and students, creating a learning environment centered around the students' needs.

The curriculum advocates for the application of various approaches and techniques to cater to different learning styles and requirements, supported by a broad range of educational resources. It presents teachers as professionals who need to demonstrate creativity in their teaching methods to effectively engage students and enrich their learning journeys.

2.3.2 The Weaknesses of the Curriculum 2013

In the 2013 curriculum, the government appeared to regard all teachers and students as having the same capacity. Moreover, teachers were not directly involved in the curriculum development process. Additionally, there is an imbalance between the learning process and

results orientation in this curriculum. Achieving balance is challenging due to the continued implementation of national examinations (UN). Furthermore, integrating science and social studies into Indonesian subjects for primary education is deemed inappropriate because the nature of science lessons differs significantly.

Change of curriculum is undeniable. Like the evolution of the universe, curriculum evolves through times in the quest of finding its perfect form along with the rapid changes in the society. Naturally, the more rapid changes in the society, the more often the curriculum has to be changed. This change is needed in order to fulfill the demand of globalization in academic as well as vocational. As Leonard J. Waks (2003) mentioned, globalization is the main important aspect of education and change that way to conceptualize education. It is also discussed by Olaf Jorgenson (2006) that rapid change is also shown by the shift of the industrial economy to one based on the instantaneous, global traffic of information. To prepare the students, schools should Consider the changes in the community by revisiting and

changing their direction of curriculum. Challenge in curriculum change is at the stage of introducing and socializing it to schools and its implementation. "The introduction of a new curriculum poses a range of challenges to teachers with regards to the underlying Assumptions and goals, the subject demarcations, the content, the teaching approach and the methods of assessment." Kate Bennie and Karen Newstead (1999 in Waks 2003).

The reason why KTSP should be change into curriculum 2013 because the content of KTSP is too heavy but the covered material is not deep enough. Based on the data analysis from Ministry of Education and Culture (2012) the content of KTSP is too heavy (Ahmad, 2014; Jamiin, 2020; Zulkifli, 2018; & Subandrio, 2022), clearly showing from the number of subjects and materials in which the coverage and level is not appropriate even exceed the age development of students. This problem tries to be solved by some strategies that are implemented in Curriculum 2013. In the Curriculum 2013 the content is more concise and more effective. It can be seen from the deduction of the subjects in

elementary and junior high with purpose to more focus on the subject that students need to get at their level. Moreover, based on the analysis from Ministry of Education and Culture (2012) the ideal content of a curriculum should be relevant with the needed competency, using essential material, and appropriate with the students development.

Further, one interesting thing on the third curriculum is the determination of competency standards. Competency standards in the CBC and SBC derived from content standards, while the 2013 curriculum competency standards derived from the needs. Illustration of the determination of competency standards is similar like the process of making a dress. If the curriculum during the CBC and SBC will make a shirt, steps taken to make each part of the shirt so that the result will be a dress that does not fit the needs for each piece is made by each of them without adjusting the parts clothes other. Meanwhile, the curriculum in 2013, the steps taken to establish the type of clothes that used to be made so that the prepared material was fitted to the needs .

As explained above, there are some aspects of the CBC and SBC, there are similarities between the two of curriculums. One of them is a learning oriented approach to competence (competence-based approach). While the Curriculum 2013 using a scientific approach

The learning process with this scientific approach will touch the three domains, namely: attitude (affective), knowledge (cognitive), and skills (psychomotor). With such a learning process it is expected that the learning outcomes of students who gave birth to a productive, creative, innovative, and through strengthening affective attitudes, skills, and knowledge are integrated. 2013 curriculum emphasizes modern pedagogical dimension in learning, using a scientific approach. Scientific approach (scientific approach) referred to learning include observing, questioning, associating, experimenting, and networking for all subjects.

D. Conclusion and Suggestion

The all three curriculums analyzed in this paper are *School-*

Based Curriculum (SBC 2014), *Competency-Based Curriculum* (CBC 2006), and *Curriculum 2013*, respectively. By realizing that there is no single curriculum is the best in the world, in which each has their own strenghts and weaknesses, therefore, this paper is not trying to judge and conclude which is the best or worst among each other. Instead, this paper tries to view them through objective looking glass with the intention of studying and learning for better curriculum improvements in the future times.

All the so-called curriculums have basically good goals to advance education in Indonesia. The development of educational curriculum that the government and the business analysts stimulate to improve keep moving to find the best quality. However, changes might sometimes hurt teachers and students (the stakeholders) since the curriculum is not changed gradually starting from the development of the CBC, then the SBC and finally the Curriculum 2013. Although the curriculum is changed in such a way, in fact this change gave no significant impact for the quality of education in Indonesia. Yes, we basically agree

that there should be a changes in our curriculum regarding the rapid changes in national, and global societies. However, changes alone are not enough: there should be a developmental change on the quality of our teachers since their quality are the key success for our education. Without the development on the quality of our teachers, there will be no quality teachers; then without quality teachers, there will be no quality students too; and without quality teachers and students, there will be no quality education; and without all those supporting factors, there will be no advanced nation. Lastly, by quoting Tere Liye's posting on Facebook, I conclude this paper by saying that "*Bukan sekolah yang melahirkan murid-murid cemerlang. Tapi guru*" [It is not schools that create bright students, but teachers do] (Tere Liye, 2014).

Given the strengths and weaknesses identified in the three curriculums, School-Based Curriculum (SBC 2004), Competency-Based Curriculum (CBC 2006), and Curriculum 2013—several key suggestions can be made to enhance the future development and

implementation of educational curricula in Indonesia.

First, teacher involvement and development are crucial. Teachers should be directly involved in the curriculum development process to ensure that the curriculum is practical, relevant, and feasible. Their insights and experiences are invaluable in shaping a curriculum that addresses the actual needs and challenges faced in the classroom. Additionally, comprehensive and continuous professional development programs for teachers should be implemented. These programs should focus on creative teaching methods, classroom management, and the use of technology in education to equip teachers with the skills and knowledge necessary to adapt to new curricular demands.

Resource allocation and infrastructure are also critical areas for improvement. It is essential to ensure equitable distribution of resources and infrastructure across all schools, especially in underprivileged areas. Adequate funding should be allocated for textbooks, teaching aids, and technological tools to support an engaging and effective learning

environment. Developing partnerships with private sectors, NGOs, and international organizations can help supplement resources and infrastructure in schools that lack them.

Balanced assessment methods need to be prioritized. Assessment methods should be reevaluated and redesigned to align them with the curriculum's goals. The focus should shift from rote learning and standardized testing to comprehensive evaluations that measure students' competencies and skills. Incorporating formative assessments that provide continuous feedback to students and teachers can help guide the learning process and identify areas needing improvement.

The curriculum content and structure should be relevant, concise, and aligned with students' developmental stages and real-world applications. It is important to avoid overloading students with too many subjects or materials that are beyond their age-appropriate capacity. While interdisciplinary approaches can be beneficial, it is essential to ensure that each subject's unique nature is respected and effectively taught.

Community and stakeholder engagement are vital for curriculum success. Stronger collaboration between schools, communities, and other stakeholders in the curriculum development and implementation process should be fostered. Engaging the community can provide additional support and resources, as well as ensure the curriculum reflects local needs and values. Encouraging active participation from parents and guardians in their children's education can also reinforce learning outside the classroom.

Finally, curricula should be designed to be adaptable and flexible. Regular reviews and updates should be conducted to ensure the curriculum remains relevant and effective in preparing students for the future. Promoting flexibility in curriculum implementation allows schools to tailor educational experiences to their specific contexts while maintaining national standards.

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