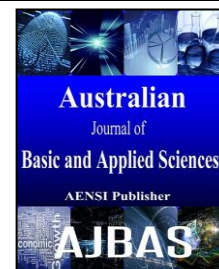




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### Climate Change in Educational Curriculum Indonesia

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#### ABSTRACT

**Background:** Education in Indonesia today is inseparable from political influence. Climate change education can be seen rather than the top leadership. Change of president will change the education minister. The education minister also will change the educational curriculum. These changes can not be separated from political influence. To what extent are political influence in education? How are the advantages and disadvantages of each change in the educational curriculum?. Through observation and study library issues will be reviewed. **Objective:** This study indicated a wish to be seen climate change in educational curriculum Indonesia. **Results:** independence in Indonesian state education curriculum enactment known some time ranging from simple curriculum (1947-1964), curriculum renewal (1968 and 1975), skills-based curriculum (1984 and 1994), and competency-based curriculum (2004 and 2006). The latest to date is the 2013 curriculum. **Conclusion:** Education and politics have an influence in advancing the human resources of the nation and the people of Indonesia.

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#### INTRODUCTION

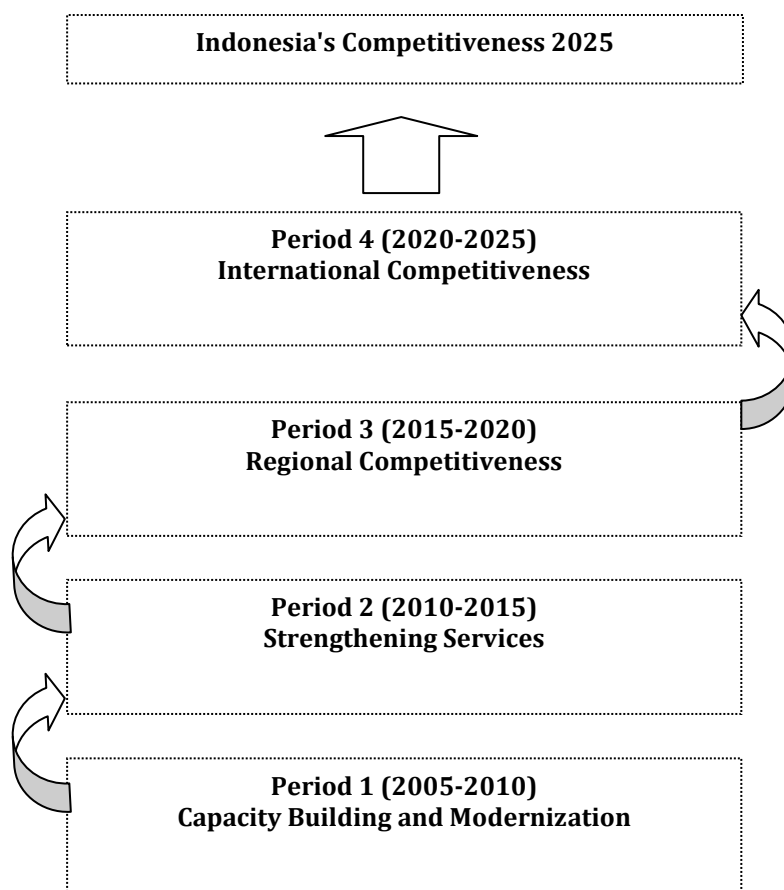
Indonesian national leader like Sukarno, Hatta, Syharir, Tan Malaka, and KH Ahmad Dahlan was born through an education. Whether it's public education, private education mahupun alternative. The aim of the word "paradox" is odd or confusing. These words describe about education in Indonesia today. Various kinds of paradoxes in education Indonesia at this time started out policies on curriculum, funding education, quality of education, as well as the uneven educational bureaucracy of education in Indonesia. In addition to the educational climate change also applies in the educational curriculum that is changing so fast. Starting with the curriculum in 1994 and then turned into the curriculum in 2004 (Competency-Based Curriculum) then turned into Curriculum Education Unit and has now turned into the Curriculum 2013. This change would give the impression of the direction and headed hala education. As if Indonesia is still trying formation and proper arrangement in education. This applies changes also have political influence. The methodology in this study is run through the observation and study of literature.

Indonesia is a country that has the largest population in the world other than india and china. The education system in Indonesia started than elementary school, junior high school, senior high school and college. Indonesia has 170,000 primary school, 35,000 secondary schools, 20,000 high schools and 6,000 vocational schools. For a number of students in high school are 4.3 million students (MONE 2005). Education is also a reflection of the state. Through education and the leader will be able to give birth to a new young generation to have a vision and incredible dream.

Through a long-term plan 2005-2025 Ministry of Education, there are four themes in the development of education, namely (1) capacity building and modernization, (2) strengthening the services, (3) regional competitiveness, and (4) international competitiveness. To realize the dreams and hopes will be done through its programs and policies of national education department has three major challenges in education in Indonesia.

1. Equity and access expansion
2. Improved quality, relevance and competitiveness
3. Improved governance, and public image

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**Chart 1.1:** National Education Development Long term Plan 2005-2025

**Literature Review:**

According to *M.J Langeveld* education is a human activity to guide children toward maturity and independence. According to *Kingsley Price* also education is the process when the intangible cultural property is maintained or developed in the care of children or teaching adults. Meanwhile, according to a *large dictionary Indonesian* education is the process of changing attitudes and code of conduct of a person or group of people in a mature business man through teaching and training efforts.

*J. Barents* said political science is the study of the life of the country. the state of people's lives. *Ossip K. Flechtheim* said political science is a social science that specifically studied the nature and purpose of the state as far as the state is an organization of power, along with the nature and purpose of the symptoms of other powers which are not official, which could affect the state. whereas according to *Indonesian Dictionary*, is the knowledge of constitutional politics is about the system of government, administration and policy basis, ie how to act in the face of certain problems.

According to *Michael Foucault* says that it is impossible to separate the existence of knowledge to leave power. On the contrary, it is impossible to separate the power to walk without knowledge.

Power to work in the process of formation of knowledge is a form of a culture.

**Methodology:**

This study was conducted using a literature review and review paper. This study to know detail how about climate change in curriculum education Indonesia.

**RESULTS AND DISCUSSION**

Education curriculum in Indonesia always change in a relatively short time. The amendment is a logical consequence of the change of the political system, social, cultural, economic, and natural sciences. The curriculum is an educational plan designed and prepared on the basis and foundation of Indonesia namely Pancasila and the 1945 Constitution. *Herliyati (2008)* explains that after independence in Indonesian state education curriculum enactment known some time ranging from simple curriculum (1947-1964), curriculum renewal (1968 and 1975), skills-based curriculum (1984 and 1994), and competency-based curriculum (2004 and 2006). The latest to date is the 2013 curriculum.

With rapid climate change in the curriculum so quickly certainly has its advantages and

disadvantages in each curriculum. The focus of the study that you want to see the advantages of curriculum is the curriculum 2004 (Competency-Based Curriculum), then in 2006 curriculum (Curriculum Education Unit) and the curriculum in 2013.

The *first* is the 2004 curriculum (Competency-Based Curriculum) while among the advantages in this curriculum is the curriculum is applied in some schools deemed to have met the specified requirements, develop students' competence in every aspect of the eyes of students, developing student-centered learning, teachers are given the authority to preparing a syllabus for education adapted to the conditions of schools/areas respectively, which is emphasized in the assessment stage of the process is not only the content/results alone. Other than that this curriculum also has many weaknesses, including teachers in the learning paradigm is more to the orientation of teachers, teachers do not have the academic ability in accordance with the curriculum, school facilities and infrastructure are inadequate curriculum standards and government policies that have not been fully in the implementation of this curriculum.

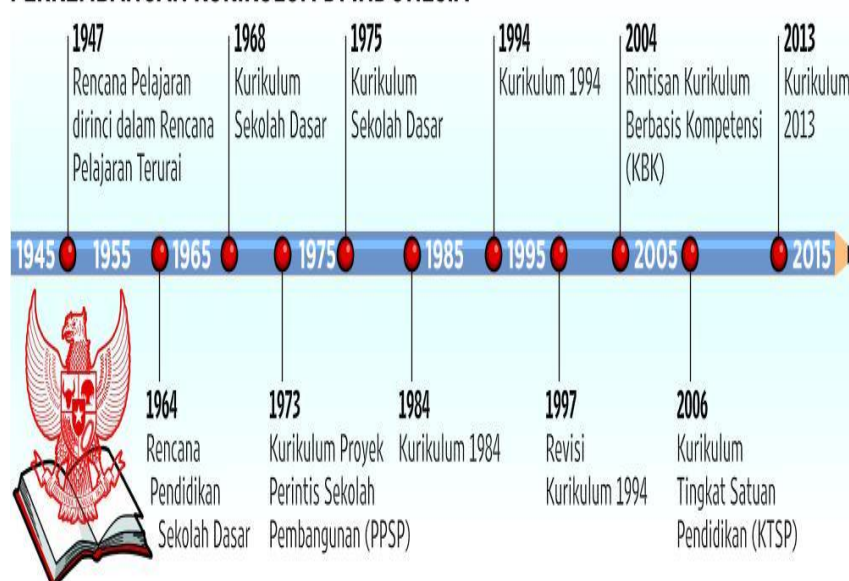
The *second* was the 2006 curriculum (Curriculum Education Unit). As for some of the advantages in this curriculum the school is required to make Curriculum Education Unit, tanggap to the development, the needs and interests of students, in conformity with the necessities of life, lifelong learning, and learning to awaken and find identity. In addition, while some weakness is still solid curriculum content, curriculum development is still in the stage of basic competence.

The *third* is the curriculum of 2013. The excess is stressed assessment of cognitive, affective, psychomotor proportionally, the government is preparing textbooks and guidelines, an increase and balance of soft skills and hard skills. Aside from that, there are also some disadvantages and shortcomings of which is the lack of a handbook for teachers and students, the teacher never involved directly in the process of curriculum development in 2013.

In addition to the advantages and disadvantages in each curriculum, it can be seen that a great influence in this curriculum change is political influence. Changing curriculum is not expected to affect public confidence in the education, because it is through education is built and human resources through education curriculum also collated and designed. However there are individuals or groups of people who are able to maintain and provide education and politics can walk with balance. According to *HAR Tilaar* treasures of wisdom in Indonesian society, known by the phrase "*guru ratu wong atuwo karo*". This means that in traditional Indonesian society known three power sources that protect the public, namely teachers, government, community and informal leaders.

With the high public trust given to teachers to provide education in the goodness. In this educational process that will deliver the content and the content of the curriculum is teacher. Teachers contribute to convince students and parents that the quality of education and the quality of education is maintained although always apply changes in the curriculum.

## PERKEMBANGAN KURIKULUM DI INDONESIA



Sumber: Kementerian Pendidikan dan Kebudayaan

GUNAWAN

**Conclusion:**

Curriculum change is always valid by the nation's needs and interests. Curriculum changes also greatly influenced by political influence. Indonesia is the hope of every society has a direction, objectives and guidelines that education remains. Teachers become the foundation in this curriculum change. Because the school is the teachers implement the curriculum. Teachers have high support provided by students and parents. Teachers are able to ensure that changes to the curriculum to improve the quality and the quality of education.

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