

The Foundation Of Curriculum Renewal (Reviewing From Philosophical, Juridic, Historical, Sychological, Social And Cultural Aspects)

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ABSTRACT

One of the important aspects in education is paying attention to the curriculum. The curriculum is an activity that includes various student activities in detail with a view to achieving educational goals. The curriculum will always evolve to meet the needs of an institution. When the curriculum is not developed in accordance with the increasing needs of an institution, the institution will be left behind. Curriculum preparation requires a strong foundation, which is based on the results of in-depth thinking and research and is in line with the challenges of the times. Because the curriculum is like a house that must have a foundation so that it can stand upright, not fall and can provide comfort for those who inhabit it, the foundation is a philosophical, juridical, psychological, social and cultural foundation. This study uses a library research approach. The technique in this research is to document in the form of data related to variables in the form of notes, books, journals and other articles. Furthermore, inductive data analysis is carried out, namely taking a conclusion or conclusion from a concrete situation leading to abstract things.

ABSTRAK

Salah satu aspek penting dalam pendidikan adalah memperhatikan kurikulum. Kurikulum merupakan suatu kegiatan yang mencakup berbagai kegiatan siswa secara terperinci dengan maksud untuk mencapai tujuan pendidikan. Kurikulum akan selalu berkembang untuk memenuhi kebutuhan suatu institusi. Ketika kurikulum tidak dikembangkan sesuai dengan kebutuhan yang semakin meningkat dari suatu lembaga, maka lembaga tersebut akan tertinggal. Penyusunan kurikulum memerlukan landasan yang kuat, yang didasarkan pada hasil pemikiran dan penelitian yang mendalam dan sesuai dengan tantangan zaman. Karena kurikulum ibarat sebuah rumah yang harus memiliki pondasi agar dapat berdiri tegak, tidak roboh dan dapat memberikan kenyamanan bagi yang menempatnya, pondasi tersebut adalah pondasi filosofis, yuridis, psikologis, sosial dan kultural. Penelitian ini menggunakan pendekatan penelitian kepustakaan (library research). Teknik dalam penelitian ini adalah dengan mendokumentasikan berupa data-data yang berhubungan dengan variabel yang berupa catatan, buku, jurnal dan artikel-artikel lainnya. Selanjutnya dilakukan analisis data secara induktif, yaitu mengambil suatu kesimpulan atau konklusi dari keadaan yang konkrit menuju kepada hal-hal yang abstrak.

1. Introduction

One important aspect in the world of education is to pay attention to the curriculum. The curriculum is an activity that includes a variety of detailed student activities with a view to achieving educational goals. In the development of the world of education, the curriculum can be adapted to conditions and changes. In practice, the curriculum is often used as the object of sufferings, in the sense that the failure of an education is caused by changing the curriculum too often. The curriculum should be dynamic, following changes that occur in society. The ongoing development in the era of globalization is causing various kinds of changes in all fields. Currently, the needs and demands of the world of work in the industrial era 4.0 require a competitive workforce. Therefore, the world of education through educational institutions must be able to produce humans who have strong, skilled, creative, innovative characters, and competencies in the field of technopreneurship and are sensitive to the local and global environment.

This is supported by Rosmiaty's opinion that the curriculum development process must pay attention to various aspects related to students, in this case there are 4 aspects: the objective aspect which contains the objectives of the teaching and learning process, material aspects related to teaching materials, strategic aspects relating to ways or techniques in using teaching materials as learning materials and evaluation aspects related to student tests or exams (Azis, 2018).

The curriculum will always evolve in order to meet the needs of an institution. When the curriculum is not developed in accordance with the increasing needs of an institution, the institution will be left behind. Curriculum preparation requires strong foundations, which are based on the results of in-depth thinking and research and are in line with the challenges of the times. Because the curriculum is like a house that must have a foundation so that it can stand upright, not fall and can provide comfort for those who live in it, these foundations are the foundations for the curriculum as a home, in order to provide comfort and convenience for students to study and learn. Make it a useful product for himself, his religion, society and country. If the foundation of the house is weak, then it is the house that collapses, while if the foundation of the curriculum is weak in education, it is the people who collapse.

As the opinion of Nurul Huda who stated that in forming a good institution it is necessary to create a good curriculum system, which is able to

cooperate between curriculum sub-systems, besides that in creating a good curriculum system planning and organization of all its components are required (Huda, 2017). The curriculum in education needs to have great attention both for the government as the general person in charge or for the schools that directly implement the curriculum for students.

Therefore, it is important that this article discusses how the process of developing an educational curriculum is viewed from various aspects, both philosophical, juridical, historical, psychological, social and cultural so that it can produce a good curriculum system.

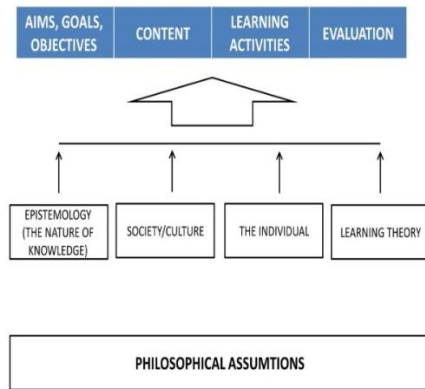
2. Method

This study uses a literature study approach (*Library Research*). with a descriptive qualitative approach. Library research is a research study conducted by collecting data and information from various references in the form of journals, articles, books, notes, and other literature data related to the issues raised (Sari & Asmendri, 2020). Literature studies are theoretical studies, references and other scientific literature related to culture, values and norms that develop in other social situations (Sugiyono, 2017). The technique in this research is documentation in the form of searching for data related to variables in the form of notes, books, journals and other articles (Arikunto, 2002). Then, inductive data analysis is carried out, namely taking a conclusion or conclusion from a concrete situation leading to abstract things. The position of this research is to complement existing research by considering, enriching literature and sources related to curriculum renewal as an addition to scientific treasures.

a. Result and Discussion Understanding of The Basic Education Curriculum

Curriculum renewal is carried out with the intention of seeking a society's demands that are constantly changing and developing. In carrying out the renewal, it involves various factors such as teachers, principals, school supervisors, students, parents of students, education administration staff (schools) and other parties involved as well as supporting factors in education such as libraries, textbooks/books. lessons, laboratories and others. Changes and renewal of the curriculum in the education system, especially in schools, is a necessity which is always based on the established foundation. Regarding the basis for curriculum renewal, see the picture below:

Picture 1: Foundation of curriculum development(Mubarak & Aminah, 2021)



In general, the meaning of the foundation can be categorized into three things. First, is the foundation that is built on top of a building. Second, abstract thoughts that are used as a starting point for the implementation of an activity. Third, abstract views that have been tested, the curriculum is used as a starting point in drafting concepts, implementing concepts and evaluating concepts. In relation to the meaning of the foundation, the basis for curriculum renewal includes a philosophical basis, a juridical basis, a psychological basis, a sociological basis, and a cultural basis.

b. Foundation for Renewing the Education Curriculum

The word philosophy comes from the Ancient Greek, namely from the words "philos" and "sophia". Philos means deep love and Sophia means wisdom or wisdom. Thus, philosophy in general can be interpreted as a deep love of wisdom. In general, philosophy is often interpreted as a view of life of a society or the establishment of life for individuals (Sanjaya, 2016). The philosophical foundation implies that education is always related to humans, namely as objects and as managers. Thus, education is always based on human interaction. In this interaction, of course, there are goals and objectives that must be achieved, there are materials or materials that are interacted, there is a process taken in interacting, and there are evaluation activities to determine the achievement of the process and its results. Of course, to formulate and develop every aspect related to each dimension of the curriculum requires answers or deep and fundamental thoughts in other words must use philosophical thinking.

Furthermore, education as an applied science of course requires other sciences as a support, in

this case philosophy. Philosophy of education is basically the application and philosophical thoughts to solve educational problems (Hidayat, 2013). Furthermore, it is said that the curriculum is essentially a tool to achieve educational goals because the goals of education are strongly influenced by the philosophy or view of life of a nation, so of course the curriculum developed will also reflect the philosophy of life adopted by that nation. Therefore, there is a very close relationship between the educational curriculum in a country and the philosophy of the country it adheres to. For example, in Indonesia during the Dutch colonial period, the curriculum adopted at that time was very oriented towards Dutch political interests. Likewise, when our country was colonized by Japan, the curriculum orientation shifted according to the interests and value system of the Japanese state. After independence, the education curriculum as a whole uses Pancasila as the basis and philosophy in its development.

As a fundamental foundation, philosophy plays an important role in the curriculum development process, namely:

- 1) Philosophy can determine the direction and goals of education
- 2) Philosophy can determine the content or subject matter that must be given in accordance with the objectives to be achieved
- 3) Philosophy can determine strategies or ways to achieve goals
- 4) Philosophy can determine the benchmark for the success of the educational process (Sanjaya, 2016).

In general, the scope of philosophy is all the problems of human life, the universe and the natural surroundings. Meanwhile, specifically, the scope of the philosophy of education is a human effort to understand the nature of education, how to carry out education and how to achieve educational goals (Arifin, 2011). The value system or view of life is the basis of life adopted by the community. Pancasila is the view and philosophy of life of the Indonesian people. The values contained in the precepts of Pancasila must be able to animate every direction of curriculum development. This philosophical foundation is then translated in more detail into a juridical basis, as contained in Law No. 20 of 2003. In this Law, the notion of curriculum reflects several conceptions of curriculum content, that education is an effort, effort or activity with a purpose; in that educational activity there is a plan that is drawn up or regulated; and the plan is

implemented in the school through the ways that have been determined (Siregar & Nara, 2011).

Based on the explanation above, it can be concluded that the curriculum is a tool to achieve educational goals. Because the purpose of education is strongly influenced by philosophy, curriculum development must reflect the philosophy or view of life adopted by a nation. Because the philosophy or way of life of the Indonesian people is Pancasila, curriculum development in Indonesia must include the values of Pancasila.

c. Juridical Foundation for Education Curriculum Reform

The juridical foundation is the legal basis or legal basis which is used as a foothold or the basis for developing an educational curriculum. The legal basis of course refers to the law which is used as the main reference for the renewal of the curriculum. Listed below are some of the juridical foundations of the education curriculum as follows:

- 1) The 1945 Constitution of the Republic of Indonesia
- 2) Law number 20 of 2003 concerning the national education system.
- 3) Government regulation number 19 of 2005 concerning national education standards as amended by government regulation number 32 of 2013 concerning amendments to government regulation number 19 of 2005 concerning national education standards.

According to the (Depdikdas, 2003), the juridical basis for curriculum development is law number 20 of 2003. The juridical basis for curriculum development is in accordance with the Republic of Indonesia government regulation number 20 of 2003 concerning National Education Standards (SNP) as follows.

Article 1

- 1) Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.
- 2) National education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture

and is responsive to the demands of changing times.

- 3) The national education system is all components of education that are interrelated in an integrated manner to achieve the goals of national education.
- 4) Learners are community members who try to develop their potential through a learning process that is available at certain paths, levels, and types of education.
- 5) Education personnel are community members who are dedicated and appointed to support the implementation of education.
- 6) Educators are educational staff who are qualified as teachers, lecturers, counselors, tutors, widyaiswara, tutors, instructors, facilitators, and other designations according to their specificity, and participate in providing education.
- 7) The educational path is a vehicle through which students can develop their potential in an educational process that is in accordance with educational goals.
- 8) Educational level is the stage of education that is determined based on the level of development of students, the goals to be achieved, and the abilities developed.
- 9) The type of education is a group based on the specificity of the educational objectives of an educational unit.
- 10) Education units are educational service groups that provide education in formal, non-formal, and informal channels at every level and type of education.

Article 2

National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia.

Article 3

National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Article 4

- 1) Education is held in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism.
- 2) Education is organized as a systemic unit with an open and multi-meaning system.
- 3) Education is held as a process of civilizing and empowering students that lasts a lifetime.
- 4) Education is held by setting an example, building the will, and developing the creativity of students in the learning process.
- 5) Education is held by developing a culture of reading, writing, and arithmetic for all citizens.

According to (Kemendigbud, 2013). the juridical basis for curriculum development is law number 32 of 2013. The juridical basis of curriculum development is in accordance with the government regulation of the Republic of Indonesia number 32 of 2013 concerning National Education Standards (SNP) as follows:

- 1) Article 2 paragraph 1: the scope of national education standards includes content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards and educational assessment standards.
- 2) Article 2 paragraph 1A: national education standards are used as a reference for curriculum development to realize national education goals.
- 3) Article 2 paragraph 2: to guarantee and control the quality of education in accordance with national education standards, evaluation, accreditation and certification are carried out.
- 4) Article 2 paragraph 3: national education standards are perfected in a planned, directed, and sustainable manner in accordance with the demands for changes in local, national and global life.
- 5) Article 2A: graduate competency standards are used as the main reference for the development of content standards, process standards, educational assessment standards, educator and education standards, facilities and infrastructure standards, management standards, and financing standards.
- 6) Article 64: assessment of learning outcomes is carried out by educators to monitor processes, learning progress and improve student learning outcomes on an ongoing basis.

- 7) Article 67: The government assigns the BSNP to administer a national exam that is followed by students in each educational unit through the formal path of primary and secondary education, and the non-formal path of equivalence.

Government regulation of the Republic of Indonesia number 55 of 2007. Religious education, as follows:

Article 8

- 1) Religious education serves to prepare students to become members of the community who understand and practice the values of their religious teachings or become experts in religious knowledge
- 2) Religious education aims to form students who understand and practice the values of their religious teachings or become experts in religious knowledge who are broad-minded, critical, creative, innovative, and have noble character.

Article 9

- 1) Religious education includes religious education of Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism.
- 2) Religious education is organized through formal, non-formal, and informal education channels.
- 3) The management of religious education is carried out by the minister of religion.

Article 10

- 1) Religious education organizes science education that is sourced from religious teachings.
- 2) Science education originating from religious teachings as referred to in paragraph (1) which combines religious knowledge and general science/skills primarily aims to prepare students to move to the same level or to continue their implementation to general education or others at the next level.

Article 11

- 1) Students in religious education at the accredited primary and secondary education have the right to transfer to an equivalent level in elementary school, madrasah ibtidaiyah, junior high school, madrasah tsanawiyah, high school, madrasa aliyah, vocational high school,

vocational aliyah madrasa, or other forms equivalent after meeting the requirements.

- 2) The results of non-formal or informal religious education can be valued on a par with the results of formal religious/general/vocational education after passing an exam administered by an accredited education unit appointed by the government or local government.
- 3) Formal, non-formal, and informal religious education students who obtain a diploma equivalent to general/vocational formal education can continue to the next level in religious education or other education.

Article 12

- 1) The government or local governments provide educational resources for religious education.
- 2) The government protects the independence and uniqueness of religious education as long as it does not conflict with the goals of national education.
- 3) The government or independent authorized institution, accredits religious education to guarantee and control the quality of education according to national education standards.
- 4) The accreditation of religious education as referred to in paragraph 3 is carried out after obtaining consideration from the minister of religion.

Article 13

- 1) Religious education can be in the form of an educational unit or program.
- 2) Religious education can be established by the government, regional government or the community.
- 3) The establishment of a religious education unit must obtain permission from the minister of religion or an appointed official.
- 4) The requirements for the establishment of a religious education unit as referred to in paragraph 3 consist of: the content of education/curriculum, the number of qualifications of educators and education personnel, facilities and infrastructure, sources of financing for the continuity of education programs, evaluation system, and education management and processes.
- 5) Further provisions on the requirements for the establishment of a religious education unit as referred to in paragraph (4) shall be regulated by a regulation of the minister of religion by referring to the provisions of national education standards.

- 6) Non-formal religious education that is not in the form of an educational unit with 15 or more students is an education program that is required to register with the district/city religious department office.
- 7) Islamic religious education:

Article 14

- 1) Islamic religious education in the form of diniyah and pesantren education.
- 2) Diniyah education as referred to in paragraph (1) is carried out on formal, non-formal, and informal channels.
- 3) Islamic boarding schools can organize one or various educational units or programs on formal, non-formal, and informal channels.

from the explanation regarding government regulations relating to the renewal of the education curriculum, it has been arranged in such a way as to create a good educational climate in Indonesia.

d. Historical Foundation for Education Curriculum Renewal

Basically the curriculum is a tool to achieve an educational goal. In addition, the curriculum is also a reference in the implementation of education. Therefore, the curriculum must fundamentally reflect the philosophy of life of the nation, where and where the life of the nation will be taken is largely determined by the curriculum used by the nation. Invention or also known as renewal is basically an invention that is considered new and then poured in the form of new creations. Curriculum changes basically occur on the awareness that science, technology, art, culture and the influence of global changes have an impact on social life. This continuous change ultimately demands development, improvement and changes in the national education system.

Furthermore, curriculum renewal in terms of historical aspects that occurred in Indonesia is based on a shared awareness that living in society, nation and state cannot be separated from the influence of global developments and changes, arts, culture and science.

Historically, curriculum renewal that occurred in Indonesia was aimed at finding a curriculum model that was in accordance with the demands of the times. In general, the Indonesian people do not know the long history of the curriculum in Indonesia, for this reason, the following is a description of curriculum renewal in Indonesia in terms of its history:

Table 1, History of Curriculum Renewal in Indonesia

No	Year	orientation focus
1	1947	Dutch education transition
2	1952	Study Plan Unraveled 1952
3	1964	The learning center is Pancawardhana
4	1968	Correlated Subject Curriculum
5	1975	Using the PPSI Approach
6	1984	Process skills (CBSA project)
7	1994	There is a division of rooms between the national curriculum and the local content curriculum
8	2004	Competency-based curriculum (KBK)
9	2006	Curriculum, education unit level (KTSP)
10	2013	Improvement in affective, cognitive and pricomotor aspects
11	independent learning curriculum	Outcome Based Education

1) 1947 Curriculum, “Plan of Lessons 1947”

The first curriculum that was born during the independence period used the term in Dutch "leer plan" which means lesson plans, this term is more popular than the term "curriculum". The change in the direction of education was more political, from the orientation of Dutch education to the national interest. While the principle of education is set by Pancasila. The current curriculum was known as the "Plan 1947 Lesson", which was only implemented in 1950 (Alhamuddin, 2014).

At the time this curriculum was implemented, Indonesia was still influenced by the education system owned by the Netherlands and Japan, so that in essence it was only continuing the education system that had existed before. The atmosphere at that time was still in the spirit of fighting for independence, so education at that time was more focused on the emphasis of independent and sovereign Indonesian people.

The 1947 curriculum is characterized by the nature of the subjects referred to as separated subject criteria, using the Indonesian language, the number of subjects for the People's School (SR) is 16 fields of study, Junior High School (SMP) 17 fields of study and Senior High School 19 fields of

study.(Jurniaris Agung Wicaksono, 2018) The content of the material at that time was more about approaching the events of everyday life and strengthening the arts and the body.

The characteristics of the 1947 curriculum according to Lismina are: 1). The nature of the curriculum separated subject, 2). Using Indonesian as the language of instruction at school, 3). Number of subjects: public school 16 fields of study, junior high school 17 fields of study, senior high school 19 fields of study. Besides that, Lismina also revealed that the 1947 curriculum decomposes mental education in a cognitive sense, but what is prioritized is character or behavior education (value attitude), including: awareness of the state and society, subject matter associated with daily events, and attention to the arts and physical education (Lismina, 2018).

2) 1952 Curriculum

This curriculum is known as the Unraveled Lesson Plan 1952. In this condition the curriculum has been directed to the Indonesian education system. This curriculum was developed to improve the previous curriculum, namely 1947, so that basically there is no significant difference between the previous curriculum and this curriculum. However, according to Atika Kumala Dewi et al, the concept of the 1952 curriculum and the 1947 curriculum is not much different, but the 1952 curriculum is presented in more detail in the form of a syllabus by linking the subject matter to everyday life (Dewi, 2021).

For example, the 1952 primary school curriculum includes: 1). Indonesian is given for third grade (conversing, reading, language and composing); 2). Regional Language (reading in regional letters); 3). Counting (numbers, wake science, and look up); 4) life sciences (Mawati, 2010). teaching and learning activities are still the same as in the previous curriculum, namely 1947 where each content of the subject is associated with daily activities and interactions are still carried out in one direction.

3) 1964 Curriculum

After the 1952 curriculum, the government again made improvements to the curriculum. This time it is called the 1964 Education Plan. The main ideas of the 1964 curriculum that characterize this curriculum are that the government has a desire for the people to get academic knowledge for debriefing at the elementary level, so that learning is centered on the Pancawardhana program, namely

moral development, intelligence, emotional/ artistic, skilled, and physical. Some say Panca Wardhana focuses on developing creativity, taste, initiative, work, and morals. Subjects are classified into five groups of study areas: moral, intelligence, emotional/artistic, skills (skills), and physical. Basic education places more emphasis on knowledge and practical functional activities (Alhamuddin, 2014).

In this curriculum, the subject matter is classified into 5 (five) groups of fields of study; the field of moral, intelligence, emotional, skill and physical studies. The goal orientation of the educational curriculum is to create a Pancasila character which is emphasized in accordance with the provisions of MPRS No. II 1960. In this curriculum, the cognitive, affective and psychomotor aspects of students are considered so that they can develop optimally so that students' creativity and innovation can be optimized (Dewi, 2021).

4) 1968 Curriculum

This curriculum is the first product of the New Order government. This curriculum is considered a substitute for the previous curriculum which was seen as the old order curriculum. The change in orientation towards the implementation of the 1945 Constitution at that time became the basis for the formation of this curriculum. If in the 1964 curriculum the education system focused on Pancawardhana, then in the 1968 curriculum era the education system focused on fostering the Pancasila spirit, basic knowledge, and special skills.

The thing that marks this curriculum is the approach to organizing subject matter by grouping a different subject, which is carried out in a correlational way (correlated subject curriculum) where one subject is correlated with other subjects, although the demarcation boundaries between subjects are still clearly visible. The material content of each lesson is still theoretical and not yet closely related to the real state of the surrounding environment (Wicaksono, 2018).

5) 1975 Curriculum

This curriculum is basically formed based on the influence of the concept in the field of management, namely MBA Management by objective. The approach used in this type of curriculum is Instructional System Development Procedure (PPSI), which leads to specific, measurable goals. Every lesson in school has a meaning and role that leads to the achievement of effective and efficient goals. The characteristics

that appear in the 1975 curriculum are: 1) oriented to learning objectives, 2) the curriculum is developed with an integrative approach, 3) the curriculum is directed to an instructional systems approach with a product in the form of PPSI, and 4) the curriculum is developed by emphasizing the stimulus concept. –response (Chamisjatin, 2019).

The development seen in the curriculum at this level is the changes in the configuration of education, especially in education in elementary and junior high schools where earth and history education is integrated into one subject called social studies. Not only that, Education related to Pancasila is strengthened and intensified. The content of the curriculum at this level is divided into several subjects (Hadiansyah & Mustiningsih, 2020). The subjects are: 1) Religion (Islam, Protestant/Catholic/Hindu/Buddhist), 2) Pancasila moral education, 3) Indonesian language, 4) social sciences, 5) mathematics, 6) natural sciences, 7) sports and health, 8) arts, 9) special skills.

The weakness of this curriculum is that the teacher is too busy making details about what is to be achieved from each lesson. So that finally the teacher is less focused on teaching and learning activities of students. Finally, in 1984 the curriculum in Indonesia underwent another change.

6) 1984 Curriculum

The 1984 curriculum carries a process skills approach. Although the priority of a process approach, but the goal remains an important factor. This curriculum is also called the enhanced 1975 curriculum. Students position placed as studying subject. When observing something, grouping, discussing, and reporting. This model is called Active Student Learning Method (CBSA) or Student Active Learning (Wicaksono, 2018). At the time of the 1984 curriculum, which was the beginning of a series of National Work Meetings held, at the 1984 National Working Meeting an idea emerged about the importance of local content being included in the educational curriculum, including the development of a 9-year basic education pattern.

The general characteristics of the 1984 curriculum are:

- Oriented to instructional goals
- The learning approach is student-centered
- Implementation of education on the history of the nation's struggle
- The subject matter uses a spiral approach, the higher the class the more material is charged to students.

- Instill understanding first before being given training (Hadiansyah & Mustiningsih, 2020).

In this curriculum, the concepts learned by students must be based on understanding, then exercises after students are considered to understand. Props or other media are used to support students' understanding of the subject matter.

Conceptually, basically the 1984 curriculum can be classified as a modern curriculum because it uses the Active Student Learning Method, with this method the teacher will be able to find the potential that exists in students, with active students in every teaching and learning activity will also foster knowledge and understanding nature of students.

However, although conceptually this curriculum is good for the development of students, the CBSA model curriculum is only being tested and replaced by a new curriculum. Emilda Sulasmi agrees with this, in her book she states that a curriculum like CBSA is not only concerned with the racetrack or lessons but even more so with regard to active students under the guidance of creative teachers (Sulasmi, 2021).

7) 1994 Curriculum

The 1994 curriculum was made as a complement to the previous curriculum and its implementation was based on Law No. 2 of 1989 on the national education system. The visible characteristics of this curriculum are the emphasis on providing subject matter to students. So that in this curriculum students get quite a lot of material load, the result is that most of the students end up not understanding the subjects taught by the teacher.

In this curriculum, in fact, it has begun to lead to a modern education system where the focus of education is on solving problems and finding solutions, as well as material/content-oriented education so that although it still focuses on teachers, it causes the lesson schedule to be too crowded.

The overlap in this curriculum can also be seen from the repetition of topics between one field of study and another. For example, in PPKN subjects, there are topics that discuss the Proclamation of Independence of the Republic of Indonesia on August 17, 1945, PPKI, and BPUPKI, while in history subjects there are also the same subjects (Wicaksono, 2018).

8) 2004 Curriculum

As a substitute for the 1994 curriculum, the 2004 curriculum is also known as the Competency-Based Curriculum (KBK). Competency-based education focuses on how to develop students' abilities to be able to complete tasks in accordance with established standards. As in the KBBI that competence is a skill, knowledge, capability, capacity and expertise (Hendri, 2021). If this reflection continues consistently, it will enable students to become competent in the sense of being able to digest knowledge into a basic value in doing something. A competency-based education program must contain three main elements, namely: selection of appropriate competencies; specification of evaluation indicators to determine the success of competency achievement; and learning development (Baderiah, 2018).

KBK has characteristics, among others; emphasizes the achievement of student competencies both individually and classically, oriented to learning outcomes and varied methods, learning resources are not only teachers, but also other learning resources that meet educational elements, assessment emphasizes learning processes and outcomes in an effort to mastery or achieve a competency, the basic competency structure of this KBK is detailed in aspects, classes and semester components, learning outcomes statements are set for each aspect of the lesson clump at each level, each learning outcome has a set of indicators, the teacher will use indicators as a basis for assessing whether students have achieved the results learn as expected (Wicaksono, 2018).

The form of this learning outcome is exemplified by Endang Mulyani, namely the content-based curriculum, which determines what must be taught in teaching economic principles, while the competency-based curriculum states how to behave, students can be said to behave based on economic principles. Sustainability of competence can be seen for example: at the elementary school level, competence is shown by students being able to buy goods according to their needs. At the junior high school level, competence is demonstrated by students being able to buy goods according to their needs and based on economic principles. Furthermore, in senior high schools, competence is shown by students being able to buy goods based on needs and based on economic principles, being able to make good use of them and being able to prioritize needs (Mulyani, 2015).

9) 2006 Curriculum

The implementation of KBK is in fact not the end of curriculum changes in Indonesia. Simultaneously with the issuance of Ministerial Regulation No. 24 of 2006 which regulates the management of Ministerial Regulation No. 22 of 2006 regarding curriculum content standards and Ministerial Regulation No. 23 of 2006 concerning graduation standards, the 2006 curriculum was born which is basically not much different from the 2004 curriculum. Significant differences can be seen from its decentralized authority and arrangement.

Education decentralization is a model of education management that makes schools a decision-making process and is one of the efforts to improve the quality of education and human resources, including the professionalism of teachers, which has recently been concerned by various parties, both regionally and internationally (Qurtubi, 2019). In this curriculum, the central government only sets competency standards and basic competencies, then schools, in this case teachers, are required to make and develop syllabus and assessments according to school conditions in the field. The result of the development by the teacher was later called the KTSP Education Unit Level Curriculum, but the school did not run alone in its preparation under the guidance and monitoring of the local education office.

The objectives of this KTSP include the goals of national education and conformity to the peculiarities, conditions and potentials of the region, education units and students. The most prominent feature is that teachers are given the freedom to plan learning according to the environment and conditions of students and the condition of the school they are in (Hadiansyah & Mustiningsih, 2020). On this basis, the curriculum compiled by the education unit will allow it to be adapted to the conditions, needs and potentials that exist in their respective regions.

From the explanation above, then that educational autonomy or educational decentralization can be said to be the seed to lead to the freedom of schools to manage their own schools which later gave birth to the concept of school-based management.

10) 2013 Curriculum

The 2004 curriculum or known as KTSP in fact has not been able to answer the challenges of today's era, the KTSP curriculum is considered to still have gaps and shortcomings, especially in the digital era as it is today. Then a curriculum that is

able to respond to global developments was developed, namely the 2013 curriculum. In contrast to the competency-based predecessor curriculum, the 2013 curriculum emphasizes character-based education. The direction of this curriculum aims to create students who are virtuous and have noble character who are adjusted to the graduate standards in each educational unit.

The 2013 curriculum is actually prepared to form a generation that is ready to face future challenges. The 2013 curriculum is ideally designed to develop religious attitudes, social attitudes, knowledge and application of knowledge for students (Nurdinah, 2013). The 2013 curriculum contains several changes from the previous curriculum, here are the details of the changes from the previous curriculum:

Table 2, Contents of Changes in the 2013 Curriculum

No	KBK 2004	KTSP 2006	2013 Curriculum
1	Graduate competency standards are formulated from content standards	are derived from	Graduate competency standards are derived from needs
2	Content standards are formulated based on subject objectives which are broken down into basic competency standards for subjects	are derived from	Content standards are derived from graduate competency standards through subject-free core competencies
3	The separation between attitude-forming, skill-forming and knowledge-forming subjects	All subjects must contribute to the formation of	attitudes, skills and knowledge
4	Competence is derived from the subject	Subjects are derived from the	competencies to be achieved
5	Subjects are independent of each other, like a set of separate subjects	All subjects are bound by core competencies (each class)	(Komara, 2018).

11) Independent Learning Curriculum

Excellent human resources are very important for a nation. Of course, superior human resources are those who are able to face the era of disrupted globalization. Especially now with the presence of the industrial revolution 4.0 which is supported by advances in technology, information, knowledge,

innovation and networks that are so massive that they are increasingly forming creative humans. The development of the world today will be able to change the order of human life both in terms of production, management, to human resources. The sophistication of Artificial Intelligence (AI), the growth of the Internet of Think (IoT) is so very fast. It's even possible that the lifestyle as described by Tony Stark in the Avengers movie will actually happen in the real world. Where Jarvis as a virtual assistant who is able to do anything with just a voice command. To face such challenges, it is necessary to balance it with quality education that is able to answer the challenges in this era of distribution.

The Ministry of Education and Culture, through the Minister of Education and Culture, Nadim Makariem, responded to this challenge by issuing the "Independent Learning" policy. The target of this program is how to focus on building Human Resources. According to Nadiem Makariem, the Merdeka Learning Program will be a direction for future learning that focuses on improving the quality of human resources, as directed by the president and vice president (Kemendikbud, 2013).

The Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim established four main education policy programs "Freedom of Learning". New Learners (PPDB) Zoning. The four main educational policy programs will be the direction of future learning that focuses on the direction of the president and vice president in improving the quality of human resources. The implementation of USBN in 2020 will be implemented with exams held only by schools. The exam is conducted to assess student competence which can be done in the form of a written test or other more comprehensive forms of assessment, such as portfolios and assignments (Hendri, 2021).

From the quotation above, it can be seen that teachers and schools will be more independent in assessing student learning outcomes. Continued by Nofri Hendri in his journal that the concept of independent learning will encourage teachers to encourage teachers and schools to improve the quality of learning. Exam results are not used as a basis for selecting students to the next level. "This policy direction also refers to good practices at the international level such as PISA and TIMSS".

As for the preparation of the Learning Implementation Plan (RPP). In the new policy, teachers are free to choose, create, use, and develop lesson plans. The three core components of lesson plans consist of learning objectives, learning

activities, and assessments. "Writing of lesson plans is done efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself. One page is enough," he added. With the new PPDB (PPDB), the Ministry of Education and Culture continues to use the zoning system with more flexible policies to accommodate inequality in access and quality in various regions. Meanwhile, the achievement path is increased to another 30 percent according to regional conditions. "Regions have the authority to determine the final proportion and determine zoning areas," said the Minister of Education and Culture (Hendri, 2021). Results-based education or known as Outcome Based Education (OBE) is currently a major need in the world of education. Where students are not only able to absorb knowledge but are able to have an applicative impact outside of school.

There are five principles of OBE, namely (1) focus on CP, (2) comprehensive curriculum design, (3) facilitating learning opportunities, (4) conforming to constructive learning, and (5) using the Plan-Do-Check-Action (PDCA) cycle.). CP must be prepared based on the vision and mission of the PT and the objectives of the study program and in accordance with the Graduate Profile by always adjusting to the stakeholders (internal and external). The appropriate CP becomes the foundation in formulating CPL, CPMK, and sub-CPMK. Curriculum design must be thoroughly reviewed: CP, assessment, and learning centers to match each other. Student learning opportunities are facilitated in the form of assignments, projects, practices, e-learning, and mentoring. This is in line with the 4.0 learning system, namely constructive learning that can facilitate compatibility between CPL/CPMK with learning and assessment activities. The educational cycle based on program achievements includes curriculum design, curriculum maps, learning implementation, MK and CPL assessments, benchmarking, follow-up and quality improvement, and then revising the measured CPL. The entire cycle is stated in the curriculum document, MK RPS, MK Portfolio, and Study Program Portfolio (Maman, 2020).

e. Psychology Foundation for Curriculum Update

Talking about curriculum development cannot be separated from the branches of psychology and education, because the two cannot be separated. Education as a sub-discipline of science has the aim of guiding humans from birth to the end of life. But education alone is not enough to guide humans, it

needs to be accompanied by psychology because a person's character and personality can be seen from psychology.

Psychological aspects in the development of educational curricula are closely related, especially with regard to understanding aspects of behavior in the context of learning. Therefore, it is very important to examine the psychological aspects in the development of the educational curriculum. There are various schools of psychology put forward by various figures or psychologists, but broadly psychology is divided into two, namely 1). Metaphysical psychology which investigates the nature of the human psyche as practiced by Plato and Aristotle, and 2) empirical psychology which investigates psychological symptoms and human behavior by using observations, experiments, and collecting various kinds of data (Rahmah, 2020).

Apart from the various schools of psychology, the presenters here use two fields of curriculum flow which are felt to be the basis of the development of the educational curriculum so far. The two fields of psychology are: 1) Developmental Psychology and 2) Learning Psychology.

1) Developmental psychology

Developmental psychology discusses individual development from the time of conception, which is the period of the meeting of the spermatozoon with the egg until adulthood. Developmental psychology is needed especially in determining the content of the curriculum given to students so that the level of breadth and depth of subject matter is in accordance with their level of development (Maman, 2020).

Therefore developmental psychology is very important to determine the content of the curriculum given to students, to describe more deeply about developmental psychology, J Havighurst in the journal Ahmad Nur Kholik there are 3 descriptions of the development task development, namely:

- a) Development that occurs in childhood (3-8 years)
 - Learn to walk
 - Learn to eat solid foods
 - Learn to control body movements
 - Learn to be a child according to their gender
 - Get physiological balance
 - Create simple concepts about social reality and

- make simple concepts about social reality as well as
 - physical
 - Learn to connect emotionally with parents,
 - siblings and other people
 - Learn to distinguish right from wrong
- b) Childhood development (8-12 years)
 - Learn physical skills
 - Form a certain attitude
 - Learn to get along with peers,
 - Learn roles according to your own gender
 - Foster reading, writing, and arithmetic skills
 - Develop skills needed in daily life
 - Forming conscience, morality, and values
 - Gaining freedom of self and
 - Develop attitudes towards social groups and institutions.
 - c) Developments that occur in adolescence (12-18 years)
 - Gaining a new identity with peers according to gender
 - sex more mature
 - Acquire social roles according to gender
 - Accept your physical self and use it effectively
 - Gaining freedom of self, no longer dependent on parents.
 - Conduct selection and preparation for office
 - Gaining economic freedom
 - Preparation for marriage and family life
 - Develop intellectual skills and concepts required as a good citizen
 - Cultivate and acquire socially responsible behavior
 - Obtain values and ethics as a guide for behavior (Kholik, 2019).

Meanwhile, Ahmad Sryadi classifies 6 psychological aspects that are closely related to curriculum development, namely:

- a) Intellectual Aspect
- b) Emotional Aspect
- c) Social Aspect
- d) Motivational Aspect
- e) Maturity Aspect
- f) Learning Theory (Suryadi, 2020).

2) Learning Psychology

Learning psychology is basically a branch of science that examines how individuals learn. Learning can be said as a process of changing

human behavior that occurs as a result of human experience. All forms of behavior change both in terms of cognitive, affective and psychomotor.

Learning psychology or learning theory that we know in general can be divided into three, namely: 1). Mental discipline theory, 2) Behaviorisms, 3) Cognitive gestalt field.

a) Mental Discipline Theory

This theory is often also called the power theory, because each human being has various powers such as the power to think, see, remember, and feel. These powers can be trained so that they can be applied in various fields of science. Therefore, it is necessary to transfer power. Learning is not just to master the material but the value of power training. According to Morris L. Bigge and Maurice P. Hunt about several theories that belong to the mental discipline family, including:

- Theistic mental discipline theory (psychology of power). In this case, of course, each student has strengths that can be trained and developed.
- The theory of humanistic mental discipline, this theory comes from the classical humanist psychology of Aristotle and Plato. This theory focuses on wholeness and wholeness through general education.
- The theory of naturalism comes from naturalism-romantic psychology. This means that students have the will and ability to learn and develop independently.
- Apperception or Herbatism, comes from the psychology of structuralism. Which means learning is forming a period of apperception that will be used to master further knowledge (Kholik, 2019).

b) Behaviorism theory

This learning theory basically emphasizes learning outcomes, namely changes in human behavior that can be seen, measured and assessed in depth. Learning outcomes that arise are obtained from the process of strengthening the response that appears to the surrounding environment.

Behavioristic learning theory is a theory of learning to understand human behavior that uses an objective, mechanistic, and materialistic approach, so that changes in behavior in a person can be done through conditioning efforts. In other words, studying a person's behavior should be done through testing and observing visible behavior, not by observing the activities of the internal body parts. This theory prioritizes observation, because

observation is an important thing to see whether or not changes in behavior occur (Nahar, 2016).

The behavioristic learning theory proposed by Watson departs from Pavlov's ideas. Watson said humans are born with some reflexes and emotional reactions to love and anger. All behavior is formed through stimulus-response associations by way of conditioning. Watson's famous experiment involved a child and a mouse, in which a child who was initially not afraid of a mouse with certain conditions could turn into a fear of it. This shows that conditioning greatly affects a person's behavior (Hardianto, 2012).

c) Cognitive Gestalt Field Theory

Gestalt psychology is one of the schools of psychology that studies a symptom as a whole or totality, the data in Gestalt psychology is referred to as a phenomenon (symptom). Phenomena are the most basic data in Gestalt Psychology. In this case, Gestalt Psychology agrees with the philosophy of phenomenology which says that an experience must be viewed in a neutral manner. In a phenomenon there are two elements, namely object and meaning. Object is something that can be described, after being caught by the senses, the object becomes an information and at the same time we have given meaning to the object (Abdurrahman, 2015).

According to cognitive theory, knowledge is built within an individual through a continuous process of interaction with the environment. This process does not run separately, but through a flowing, continuous and comprehensive process. Like a person who plays a musical instrument, one cannot play a musical instrument without understanding the musical notes displayed on the portitur as independent and independent information, but as a whole that enters into their thoughts and feelings (Sutarto, 2017).

Applications of Gestalt theory in the learning process include the following: (1) Insight experience, that insight plays an important role in behavior; (2) meaningful learning, the meaningfulness of the related elements will support the formation of insight in the learning process; (3) Purposeful behavior, that is, goal-directed behavior. Behavior does not only occur as a result of the stimulus-response relationship, but is related to the goal to be achieved; (4) The principle of living space, that individual behavior is related to the environment in which a person is located. Therefore, the material taught should be related to the situation and environmental conditions of the students' lives; and (5) Transfer in learning, namely the transfer of

behavior patterns in certain learning situations to other situations (Pahliwandari, 2016).

f. Social Foundation of Education Curriculum Update

The curriculum can be seen as an educational plan. As a design, the curriculum determines the implementation and outcomes of education. Education is an effort to prepare students to enter the community. Education is not only for education alone, but also provides knowledge, skills and values to live, work and achieve further development in society. Learners come from the community, get education both formal and informal in the community and are directed to people's lives as well. Community life, with all its characteristics and cultural richness, becomes the basis and at the same time a reference for education. Through education, we hope that through education we can better understand and be able to build people's lives. Therefore, the purpose, content, and process of education must be adapted to the needs, conditions, characteristics, wealth and developments that exist in society. Because each community environment has its own socio-cultural system that regulates the pattern of life and patterns of relationships between community members.

There are two socio-cultural considerations that are used as the basis for curriculum development:

- 1) Everyone in society is always faced with the problems of members of society who are not yet mature in culture. This means that humans have not been able to adapt to the way of the group.
- 2) The curriculum in every society is a reflection of the way people think, feel, aspire or habit. Therefore, to develop the structure and function of the curriculum, it is necessary to understand culture (Mutohar, 2013).

Therefore, curriculum developers must:

- a) Study and understand community needs.
- b) Analyze the culture of the community where the school is located.
- c) Analyzing regional strengths and potentials.
- d) Analyzing labor requirements and guidelines.
- e) Interpret individual needs within the framework of community interests.

From this explanation, it can be revealed that through education, humans know about past civilizations, participate in present civilization and create future civilizations. The application of theories, principles, laws, and concepts contained in

all existing sciences in the curriculum, must be adapted to the socio-cultural conditions of the local community, so that the learning outcomes achieved by students are more meaningful in their lives. Curriculum development should pay attention to community needs and community development. This is where the demands of society are one of the basics in curriculum development.

Seven social functions of education, namely:

- a) Teaching skills.
- b) Transmitting culture.
- c) Encourage environmental adaptation.
- d) Forming discipline.
- e) Encourage group work,
- f) Improve ethical behavior.

- 1) Select talents and reward achievements.

The aim of the curriculum should be not only to satisfy everyone's right to knowledge, but the capacity to apply it to matters that are significant in the interests of democracy and social justice. In order to realize a just social life in the community, the educational curriculum is one of its pillars. Of course, in its implementation, it is not only institutions and school institutions that must contribute, but contributions from parents/families, the community, and the government are also very much needed.

In Mega et al., 2020, an example of social change that requires curriculum changes is the problem of technology abuse in cyberspace. Cyberspace is a space without authority where boundaries that should not be crossed can be crossed by everyone. Here anyone can cross the boundaries of desire, fantasy, pleasure, and passion. With the misuse of technology in a negative direction, it can bring about changes in human thought patterns and attitudes. Ease of access to information is actually a negative impact of technology. If this kind of thing continues without any follow-up, Cyberspace can damage, destroy, and play with generations of nations. Although cyberspace can create artificial life, this does not mean that it can change basic human behavior. Ancient human instincts such as survival instincts, killing instincts, and sexual instincts) still exist in humans. Even tend to be more wild and primitive, this is because the problem of social control has not been solved (Piliang, 2012).

g. Cultural Foundation of Education Curriculum Renewal

The curriculum can be seen as an educational plan. As a design, the curriculum determines the

implementation and outcomes of education. Education is an effort to prepare students to enter the community. Education is not only for education alone, but also provides knowledge, skills and values to live, work and achieve further development in society. Learners come from the community, get education both formal and informal in the community and are directed to people's lives as well. Community life, with all its characteristics and cultural richness, becomes the basis and at the same time a reference for education.

Through education, we hope that through education we can better understand and be able to build people's lives. Therefore, the purpose, content, and process of education must be adapted to the needs, conditions, characteristics, wealth and developments that exist in society. Because each community environment has its own socio-cultural system that regulates the pattern of life and patterns of relationships between community members.

According to Sukirman, 2013 there are two socio-cultural considerations that are used as the basis for curriculum development:

- 1) Everyone in society is always faced with the problems of members of society who are not yet mature in culture. This means that humans have not been able to adapt to the way of the group.
- 2) The curriculum in every society is a reflection of the way people think, feel, aspire or habit. Therefore, to develop the structure and function of the curriculum, it is necessary to understand culture.

The interaction between humans and everything in the universe will produce a culture. Humans are able to create and develop a culture through reason and thought. Cultural diversity or commonly known as "cultural diversity" cannot be denied its existence. Seeing the condition of the State of Indonesia which is developing in the midst of the cultural diversity that exists, makes Indonesia has its own advantages (Bauto, 2014). The diversity of cultures in Indonesia causes the needs in each region to be different.

The intended needs are the needs of various aspects of life, including the needs of the curriculum in education. In particular, countries have adjusted the distribution of curriculum strengths at the national, local, and school levels, according to what should be done in their practical situations. Even though a country adheres to a decentralized system, the curriculum remains of national standard (Cui, Lei, & Zhou, 2018).

Although curriculum standards are set in national standards, the curriculum is elastic, which gives schools the freedom to make independent choices. On the other hand, countries with decentralized systems.

Some have adopted national curricula and curriculum standards, according to a centralized model, but leaving room for schools to design their own curricula. Traditionally curriculum development in centralized countries is a school-based curriculum. Furthermore, the school-based curriculum is developed specifically for its teaching content according to the standards that have been set (Cui et al., 2018). The implementation of the curriculum due to decentralization in Indonesia has now been carried out, although shortcomings are still found, namely regarding the achievement of educational goals (MaisyanahM, 2018).

Decentralization and SBM policies that are implemented in formal institutions are indeed important to implement in order to realize the goals of education in Indonesia. But no less important is education in the family environment (MaisyanahM, 2018). Curriculum changes and cultural changes, both are interrelated with each other and have a wide impact on society. Changes in the educational curriculum can affect cultural changes in society. This change will later have the function of cultural reproduction, namely developing and analyzing culture, then making more basic modifications and updates (Achruh, 2018). Conversely, cultural changes can affect changes in the way people think and interact. Cultural change if it can be accommodated properly at the level of education, it will have its own strength for the culture to take root in society.

Children's cognitive development will be built through social interaction with peers or with adults in the hope of achieving high mental function development (Lestari, 2019). The entry of foreign cultures is unavoidable, especially with the rapidly growing technology. One way that can be done is to select and sort the incoming foreign culture based on the values of the nation's cultural character. This is where the role of family, community and environment is very influential.

As stated by Ki Hajar Dewantara that the three centers of education are the family, the community and the school. All of them must be able to act as practitioners who are able to control together in an effort to improve the quality of education so that educational goals are achieved, both micro and macro (MaisyanahM, 2018). Changes in the curriculum at an educational unit level are

unavoidable. Social and cultural conflicts in society will occur if curriculum development and renewal is not carried out.

With curriculum renewal, socio-cultural clashes can be woven like cultural threads that can accelerate the process of cultural fusion in complex and dynamic social life (Yang & Li, 2020). In order for the curriculum developed to run successfully and have a quick effect on the formation of a new culture, it must involve development, governance, and continuous contributions from various parties, frequent coordination, periodic reviews, curriculum design development, learning and integrative teaching practices (Allen, 2011).

In the process of cultural fusion requires three components, including: (1) a new culture that enters, (2) actors who accept a new culture, (3) curriculum changes as a response to changes in social and cultural life (Yang & Li, 2020). Curriculum changes due to cultural changes can be witnessed directly today. Where the learning culture in schools so far is face-to-face / outside the network (offline). Given the importance of curriculum development for the advancement of human resource quality development, it is very important for an academic to understand how the curriculum should be developed. The curriculum both at the curriculum stage as an idea, plan, experience or curriculum as a result of its development must refer to or use a strong and solid foundation, so that the curriculum can function and play a role in accordance with the educational demands to be produced as stated in the formulation of national education goals that have been set. outlined in Law no. 20 of 2003.

3. Conclusion

The philosophical foundation implies that education is always related to humans, namely as objects and as managers. Thus, education is always based on human interaction. The juridical foundation is the legal basis or legal basis which is used as a foothold or the basis for developing an educational curriculum. Some of the juridical foundations of the education curriculum in Indonesia are the 1945 Constitution of the Republic of Indonesia, Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendment to Government Regulation Number 19 of 2005 concerning National Education Standards.

Curriculum renewal in terms of historical aspects that occurred in Indonesia is based on a shared awareness that in life in society, nation and state cannot be separated from the influence of global developments and changes, arts, culture and science. Historically, curriculum renewal that occurred in Indonesia was aimed at finding a curriculum model that was in accordance with the demands of the times, starting from the 1974 curriculum to the 2020 independent learning curriculum.

The psychological foundation in the development of the educational curriculum is very closely related, especially with regard to understanding aspects of behavior in the context of learning. Apart from the various schools of psychology, the presenters here use two areas of curriculum flow which are felt to be the basis of the development of the educational curriculum so far. The two fields of psychology are: 1) Developmental Psychology and 2) Learning Psychology.

The curriculum is closely related to socio-cultural conditions. Both influence each other, so that the curriculum can give birth to a new order of social and cultural life. On the other hand, changing social and cultural conditions also trigger changes in the curriculum. To respond to socio-cultural changes in society, the educational curriculum must continue to be developed as needed. But development must still adhere to the prevailing values and norms.

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