
National Curriculum Development Models: Between Theory and Concept

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Abstract

Curriculum development aligns the current curriculum with expected educational goals through various positive influences from both external and internal sources, aiming to prepare students for their futures. Therefore, curriculum development should be adaptive, participatory, and applicable. This study aims to identify models of curriculum development. The research type employed is library research. Data sources are gathered from journals and books. The research data employ content analysis techniques. The findings of this study indicate that several models are utilized for curriculum development, including the Hilda Taba framework, the Tyler model, the Saylor, Alexander, and Lewis model, and the Olivia model. This suggests that curriculum development activities necessitate a model that serves as a theoretical foundation for implementing suitable activities.

Keywords: Models; Development; Curriculum.

Introduction

Education is a very important factor in the development of the nation. It develops and improves the ability, quality of life, and human dignity. Education in schools has shown rapid development in various fields, including curriculum. In the learning process activities, the curriculum is needed as a

guide to set targets.¹ Curriculum development involves not only people directly related to education but many people, such as politicians, entrepreneurs, parents, and other elements of society who feel concerned about it. The principles to be used in curriculum development activities are the rules or laws that will animate a curriculum.²

Hamzah says the school curriculum is stagnant, static, and materiality-oriented. Stagnation can be seen in the adoption and replication of the school curriculum. The nuances of hegemony in school education are thickened, even towards the status quo of the school curriculum. The school curriculum has undergone changes, reductions, and additions to the material content, but the school does not make changes to the curriculum, and experiences continuous curriculum stagnation.³

Topatimasang and Fakhri emphasize this, stating that the school education curriculum tends to deny the value of mentality but prioritizes the value of materiality. The balance of curriculum content on the value of materiality and mentality is one-sided. The balanced scorecard strategy taught is essentially voiced in the interests of materiality, not in the balance between materiality and mentality.⁴

Based on the above phenomenon, curriculum development models are needed and expected to provide the best for future education development.

Research Methods

This research uses a type of literature study research, often referred to as library research, which involves studying materials obtained from various sources such as journals, books, and articles related to the problem to be solved. Activities are carried out systematically to collect, process, and summarize data using specific methods/techniques to find answers to the problems (Sari, n.d., 43). The data collection technique used in this research is through journals and related books. The data analysis used is content analysis. The data collection technique used is documentation by searching for data

¹ Zakaria, D., & Ibrahim, S. (2019). Efektivitas Bimbingan Belajar Mandiri Dan Implikasinya Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Di SMK Negeri 3 Gorontalo. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 3(2), 1–18. <https://doi.org/10.30603/jiaj.v3i2.538>. Edukatif : Jurnal Ilmu Pendidikan Volume 4 Nomor 1 Tahun 2022, 468

² Michie, M. (2017). Comparing the Indonesian Kurikulum 2013 with the Australian Curriculum: Focusing on science for junior secondary schools. *The International Education Journal: Comparative Perspectives* Vol. 16, No. 2, 2017, pp. 83-96. <https://openjournals.library.sydney.edu.au/index.php/IEJ>.

³ A. Hamzah, *Model Pengembangan Kurikulum dan Strategi Pembelajaran Berbasis Mentalitas*, (Bangkalan: Universitas Trunojoyo Press, 2007), 45

⁴ R Topatimasang dan M.Fakhri, *Pendidikan Populer: Membangun Kesadaran Kritis*. (Yogyakarta: Insist Press, 2007), 38

related to things or variables in the form of notes, books, essays or articles, magazines, and others. While data analysis techniques involve data reduction, data display, and conclusion drawing.⁵

Discussion and Results of the Study

Definition of Curriculum

Etymologically, the curriculum comes from Greek, namely *curir*, which means runner, and *curere*, which means race. So, the term curriculum was initially associated with sports activities in ancient Roman Greece, with the notion that distance runners had to travel. In terminology, the term curriculum is used in education with the understanding as a certain amount of knowledge that students must take or complete to obtain a level or diploma. Curriculum experts provide understanding, moving from a specific understanding to a more general and broad one.⁶

In a specific sense, the curriculum is defined as a list of subjects that students must learn. In a broad sense, the group defines curriculum as all learning experiences that students experience inside and outside the classroom to achieve predetermined goals.⁷

The curriculum is a set or a system of plans and arrangements regarding learning materials that can be used in teaching and learning activities. In essence, the curriculum is a learning plan. Therefore, all parties involved and directly related to this curriculum function must understand it.

A. Foundations of Curriculum Development

In general, curriculum development is grouped into four types of foundations, namely the philosophical foundation, psychological foundation, sociological foundation, and the foundation of science and technology (IPTEK).

1. Philosophical Foundation

The philosophical foundation means that education is always related to humans both as subjects, as objects, and as managers. Thus, education is always about human interaction. In this interaction, of course, there are goals and objectives to be achieved, there is material or material that is interacted with, there is a process that is taken in interacting with it, and there are evaluation activities to determine the achievement of the process and results.

⁵ Zakaria, D., & Ibrahim, S. (2019). Efektivitas Bimbingan Belajar Mandiri Dan Implikasinya Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Di SMK Negeri 3 Gorontalo. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 3(2), 1–18. <https://doi.org/10.30603/jiaj.v3i2.538>.

⁶ Koto, I. (2013). Indonesian Primary School Science in Practice: Challenges between the Intended and Implemented Curriculum [Thesis, Curtin University].

⁷ Sudarman, S.Pd.M.Pd, *Buku Ajar Pengembangan Kurikulum Kajian Teori dan Praktik*, (Samarinda: . Mulawarman University Press, 2019), 2.

2. Psychological Foundations

This foundation is based on the principle that the environment and maturity influence a person's development.⁸ The environment in question can come from the educational process.⁹ The curriculum as a tool to achieve goals in education is of course, related to the process of change that occurs in students. With the curriculum, it is hoped that the changes that occur in students can form actual and potential abilities or competencies.

3. Sociological Foundation

This foundation is based on the idea that education is a cultural process that improves human dignity. Education is a process of socialization through human interaction toward a cultured human being.

4. Foundation of Science and Technology (Science and Technology)

There are three sources of values in society to be developed through the education process: logic, aesthetics, and ethics. Science and culture are values that originate from logic (mind). As a result of the progress of science and technology, which is essentially the result of human culture, human life is getting wider, increasing so that the demands of life are getting higher.

History of Curriculum Development

The curriculum in Indonesia after Indonesia's independence in 1945 has undergone many changes, including in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and the latest is the independent curriculum.

Curriculum changes are, of course, accompanied by different educational goals because in every change, there is a certain goal to be achieved to advance our national education.

5. Old Order Period (1945 - 1965)

a. Curriculum 1947, "Rentjana Pelajaran 1947"

At the time of independence, a curriculum emerged, the 1947 curriculum. The term used in Dutch was called "leer plan," meaning lesson plan, and the term "istila curriculum in English is less familiar among the public. The political nature is one of the characteristics of the 1947 curriculum because, from the beginning, it was oriented towards Dutch education, which was changed for the national interest. It can be understood that the colonial education system was a very discriminatory system. Schools were built to differentiate education services for Dutch children, foreign eastern children

⁸ McComas, W. F., Almazroa, H., & Clough, M. P. (1998). *The nature of science in science education: An introduction. Science & Education*, 7(6), 511-532.

⁹ Ibrahim, S. (2017). Pendidikan tentang Manusia dalam Perspektif Al-Qur'an. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 2(2), 243-256. <https://doi.org/10.30603/jiaj.v2i2.691>

and indigenous children. The indigenous group was divided into lower social strata and priyai.¹⁰

The implementation of the 1947 curriculum did not emphasize cognitive aspects but only prioritized character education such as building a sense of nationalism. The next aspect is the main goal in the Rentjana Pelajaran 1947 curriculum. The program structure in Rentjana Pelajaran 1947 is divided into two parts, namely the program structure using local languages and Indonesian. The structure of the subjects in the Rentjana Pelajaran 1947 curriculum is separate or in the context of the curriculum, is called a separated curriculum.¹¹

b. Curriculum 1952 "Rentjana Pelajaran Terurai 1952"

In 1952 improvements were made to the curriculum in Indonesia which became known as the 1952 curriculum. This curriculum is more detailed in each subject which is then named "Rentjana Pelajaran Terurai 1952" and has not used the term curriculum. The framework of the 1952 curriculum was relatively the same as the 1947 curriculum. However, the national education system was already the goal of this curriculum. Law No. 4 of 1950 on the basics of education and teaching in schools influenced the emergence of this 1950 curriculum.¹²

c. Curriculum 1964 Education Plan 1964

The curriculum in Indonesia in 1964 underwent another refinement. The concept of active, creative and productive learning became the issues developed in the 1964 Education Plan. This concept requires every school to guide children to be able to think of their own problem solving solutions to various existing problems. Thus it can be understood that the concept of curriculum in this era is more about how students are active, creative and productive in finding solutions to various problems that develop and exist in society.

6. New Order Period (1966-1998)

a. Curriculum 1968

The political nature was closely attached to the beginning of the 1968 curriculum, replacing the 1964 curriculum which was imaged as the result of the "Old Order" government. When viewed from the aspect of its objectives, efforts to increase love for the country, strong and healthy

¹⁰ Alhamuddin, *Politik Kebijakan Pengembangan Kurikulum di Indonesia Sejak Zaman Kemerdekaan Hingga Reformasi 1947-2013*, (Jakarta : Kencana, 2019), 132

¹¹ Ibid, 47-48

¹² Michie, M. (2017). Comparing the Indonesian Kurikulum 2013 with the Australian Curriculum: Focusing on science for junior secondary schools. *The International Education Journal: Comparative Perspectives* Vol. 16, No. 2, 2017, pp. 83-96. <https://openjournals.library.sydney.edu.au/index.php/IEJ>.

body, increase intelligence and physical skills, morals, character and religious beliefs are more emphasized in the 1968 curriculum.

The change from pancawardana to pancasila soul development occurred in the 1968 curriculum. The 1945 Constitution became the mecca in implementing this curriculum purely and consequently. The number of subjects in the 1968 curriculum amounted to nine subjects. The lessons in this curriculum are theoretical, not linking to real problems that occur in the field.

b. 1975 Curriculum

The 1975 curriculum is a curriculum that is centralized or made by the central government and schools only run. The 1975 curriculum is based on the principle that the objectives of education must be effective and efficient.¹³ The 1975 curriculum received a lot of criticism from implementers in the field. Teachers are busy writing details of what will be achieved from each learning activity.

c. 1984 Curriculum Enhanced 1975 Curriculum

The 1984 curriculum is a refinement of the 1975 curriculum and uses a process approach. In this case, the goal factor remains important even though it uses a process approach. This curriculum is also often called the "enhanced 1975 curriculum". The subject of learning is the student. This model is called active learning because students will always be active in learning.¹⁴

d. 1994 Curriculum (Separate Subject Curriculum)

The 1975 curriculum and the 1984 curriculum were combined into the 1994 curriculum. The 1994 curriculum was implemented in accordance with Law no.2 of 1989 on the National Education System. In this curriculum, there is a change from the semester system to the quarterly system. A quarter system that is divided into one year into three stages is expected to provide an opportunity for students to be able to receive enough subject matter. The teaching objectives of this curriculum are more oriented towards subject matter and problem-solving skills.

7. Reformation Period (1999 - Present)

a. Curriculum 2004, "KBK (Competency Based Curriculum)"

Competency-based curriculum (KBK) is a conceptual approach, a curriculum strategy that emphasizes mastery of certain competencies.

¹³ Muhammad Nurhalim, *Analisis Perkembangan Kurikulum Di Indonesia* (Sebuah Tinjauan Desain Dan Pendekatan), Jurnal INSANIA Vol.16, No.3 September-Desember 2011.

¹⁴ Asiyah, N., & Ibrahim, S. (2021). Pendidikan dan Gender dalam Perspektif Islam. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 6(1), 50–65. <https://doi.org/10.30603/jiaj.v6i1.1953>

Learners not only master knowledge and understanding, but also skills, attitudes, interests, motivation, and values in order to be able to do something with full responsibility.¹⁵

b. Curriculum 2006, "KTSP (Education Unit Level Curriculum)"

One of the references in curriculum development in Indonesia is the KTSP curriculum. Competency achievement is the orientation of the KTSP, therefore, the KTSP is often referred to as the enhanced KBK. The element of competency standards and basic competencies inherent in the KBK and the existence of the same principles in curriculum management is called the School-Based Curriculum (SBC).

c. Curriculum 2013

The KTSP curriculum is considered imperfect and still has many shortcomings, especially now that we are in a digital era where anything can be done with technology. KTSP must be changed immediately to the 2013 curriculum. The development of technology is one of the relevant reasons for improving a curriculum.

Each curriculum has its own characteristics and the 2013 curriculum designed by the government. The 2013 curriculum is designed with the following characteristics: 1) Develop a balanced between cognitive, affective and psychomotor; 2) Students apply what they have learned at school in their daily lives; 3) Develop affective, cognitive and psychomotor and apply them in various situations in schools and communities; 4) Provide ample opportunities for students to develop affective, cognitive and psychomotor aspects; 5) Core competencies are translated into basic competencies; 6) Basic competencies derived from core competencies must be appropriate and synchronous; 7) Basic competencies are developed based on the principle of accumulation, mutual reinforcement and enrichment between subjects and levels of education (horizontal and vertical organization).¹⁶

d. Independent Curriculum

The Merdeka learning curriculum is designed as part of the Ministry of Education and Culture's efforts to overcome the learning crisis that has long been faced and has become increasingly severe due to the pandemic. This crisis is characterized by low student learning outcomes,

¹⁵ Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum*, (Bandung : PT Remaja Rosda Karya, 2011), 154

¹⁶ Kemdikbud (Kementerian Pendidikan dan Kebudayaan). (2016). Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan oleh Satuan Pendidikan [Act of Ministry of Education and Culture no. 8, 2016 about National Textbook for school]. Jakarta: Ministry of Education and Culture. Retrieved on March 14, 2019 from http://simpuh.kemenag.go.id/regulasi/permendikbud_08_16.pdf.

even in basic things such as reading literacy.

The Merdeka Curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students.¹⁷

Projects to strengthen the achievement of the Pancasila learner profile are developed based on specific themes set by the government. The project is not directed to achieve specific learning outcome targets, so it is not tied to subject content. The curriculum has a major influence on what teachers teach, as well as how the material is taught. Therefore, a well-designed curriculum will encourage and facilitate teachers to teach better.

The Merdeka Learning Curriculum is an evaluation of the 2013 Curriculum. Quoted from the Kemdikbud website, the Merdeka curriculum is a curriculum with diverse intracurricular learning where content will be optimized so that students have enough time to explore concepts and strengthen competencies.

Teachers themselves have the flexibility to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. This curriculum is also an option for all educational units, which in the data collection process are educational units that are ready to implement the Merdeka Belajar curriculum.

Curriculum Development Models

In terms of understanding, curriculum development is the process of planning to produce a broad, comprehensive, and specific curriculum plan.¹⁸ This process deals with the selection of the organization of various components of the teaching and learning situation, including the establishment of a curriculum organization schedule, specification of suggested objectives, subjects, activities, sources, measuring tools curriculum development, which refers to the creation of unit sources, unit plans, and other multiple curriculum lesson lines that have the aim of facilitating the teaching and learning process.¹⁹

A curriculum development model can be a theoretical review of a curriculum process as a whole or it can be a review of one part of the

¹⁷ Laplane, L., Mantovani, P., Adolphs, R., Chang, H., Mantovani, A., McFall-Ngai, M., ... & Pradeu, T. (2019). Why science needs philosophy. *Proceedings of the National Academy of Sciences*, 116(10), 3948-3952

¹⁸ Koto, I. (2013). Indonesian Primary School Science in Practice: Challenges between the Intended and Implemented Curriculum [Thesis, Curtin University].

¹⁹ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum* (Bandung: Remaja Rosdakarya, 2009), 193-194.

curriculum. In addition, some models question the whole process and some only focus on the mechanics of curriculum development. The curriculum development process examines alternative responses to develop the desired quality.²⁰

A curriculum development model is essentially a pattern that can help thinking, conceptualizing a process, and showing principles and procedures that can guide action in educational activities.²¹ Curriculum development can be done in various systems and ways and outlined in various models. Curriculum experts often develop different models.²² Peter F. Oliva, in his book *Developing the Curriculum*, shows four kinds of models based on the experts he chooses, namely:

1. Taba Model

This curriculum development model is named after its developer, Hilda Taba. According to Taba, curriculum development that encourages innovation and creativity in teachers is inductive, which is the opposite of the traditional (deductive) model.

2. Tyler Model

Tyler's model is one of the best curriculum development models. This is known for the special attention it gives to the planning stage. The Tyler model is included in the deductive curriculum development model, which starts from the general to the specific, for example, starting with examining the needs of the community to formulate specific teaching objectives.

3. Saylor, Alexander, and Lewis model Saylor, Alexander, and Lewis formulated a curriculum planning process consisting of :

- a) Goals and objectives
- b) Curriculum Design
- c) Curriculum Implementation
- d) Curriculum Evaluation

Curriculum according to this model is "a plan for providing sets of learning opportunities for persons to be educated", that is, a plan that provides sets of learning opportunities for a person to be educated. However, the curriculum plan is not understood as a document per se but as several smaller plans for

²⁰ Hamid Hasan, *Evaluasi Kurikulum* (Bandung: Remaja Rosdakarya, 2014), 101.

²¹ Ibrahim, S. (2017). Pendidikan tentang Manusia dalam Perspektif Al-Qur'an. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 2(2), 243–256. <https://doi.org/10.30603/jiaj.v2i2.691>

²² Kemdikbud (Kementerian Pendidikan dan Kebudayaan). (2016). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Tentang Buku yang Digunakan oleh Satuan Pendidikan [Act of Ministry of Education and Culture no. 8, 2016 about National Textbook for school]. Jakarta: Ministry of Education and Culture. Retrieved on March 14, 2019 from http://simpuh.kemenag.go.id/regulasi/permendikbud_08_16.pdf.

major parts of the curriculum.

Oliva model

The Oliva curriculum development model is a deductive curriculum development model that offers a complete school curriculum development process. Oliva develops a curriculum that meets three criteria: simple, comprehensive, and systematic.²³

Conclusion

In a broad sense, the curriculum is defined as all learning experiences that students experience inside and outside the classroom to achieve predetermined goals. The curriculum is always dynamic and constantly influenced by underlying factors. In general, curriculum development is grouped into four foundations: the philosophical foundation, psychological foundation, sociological foundation, and foundation of science and technology (IPTEK).

Educational goals can change fundamentally when a country moves from being a colonized country to a fully independent one. There have been many changes in the history of curriculum development in Indonesia. Since 1945, the national education curriculum has changed in 1947, 1952, 1964, 1968, 1973, 1975, 1984, 1994, 1999, 2004, 2006, and 2013 and now, the latest is the independent curriculum. Each curriculum has its advantages and disadvantages. This curriculum can change at any time according to the needs of education in Indonesia.

Curriculum development models are needed to develop the curriculum, and these models are expected to have good implications for the development of education in Indonesia. The results of this study indicate that several models are used to develop the curriculum, including the Hilda Taba curriculum development model, the Tyler curriculum development model, the Saylor, Alexander, and Lewis curriculum development model, and the Olivia curriculum development model.

The author is very aware that this paper still has many shortcomings. Therefore, the author hopes for input and constructive criticism to improve future writings.

²³ Zakaria, D., & Ibrahim, S. (2019). Efektivitas Bimbingan Belajar Mandiri Dan Implikasinya Terhadap Hasil Belajar Pendidikan Agama Islam Peserta Didik Di SMK Negeri 3 Gorontalo. *Jurnal Ilmiah AL-Jauhari: Jurnal Studi Islam Dan Interdisipliner*, 3(2), 1–18. <https://doi.org/10.30603/jiaj.v3i2.538>. Agus Dwianto, *Model-Model Pengembangan Kurikulum*, 2014, h. 10.

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R Topatimasang dan M.Fakih, *Pendidikan Populer: Membangun Kesadaran Kritis*. Yogyakarta: Insist Press, 2007.

Sudarman, *Buku Ajar Pengembangan Kurikulum Kajian Teori dan Praktik*, Samarinda: Mulawarman University Press, 2019.

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