



TRANSFORMATION OF EDUCATIONAL CURRICULUM DEVELOPMENT IN INDONESIA: HISTORY, CHALLENGES, AND FUTURE OPPORTUNITIES

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ABSTRACT

The development of the education curriculum in Indonesia reflects the social, political, and cultural dynamics since independence. Various curriculum changes, from the 1947 Curriculum to the Merdeka Curriculum, show the government's efforts to adapt education to the needs of society and global challenges. Each change is caused by challenges, such as gaps in educational infrastructure, teacher readiness in implementation, and differences in local characteristics. In addition, factors such as political dynamics, technological changes, and job market needs play a major role in the evolution of synchronization. Despite facing many challenges, great opportunities for curriculum development are open, especially with the use of digital technology, strengthening global literacy, and collaboration with world industries. The Indonesian government has taken strategic steps to design a curriculum that is adaptive to global changes, including the development of data-based policies, teacher training, and cooperation with international institutions.

Keywords: History of Education Curriculum, Curriculum Transformation, Educational Challenges, Global Literacy.

ABSTRAK

Perkembangan kurikulum pendidikan di Indonesia mencerminkan dinamika sosial, politik, dan budaya sejak masa kemerdekaan. Berbagai perubahan kurikulum, mulai dari Kurikulum 1947 hingga Kurikulum Merdeka, menunjukkan upaya pemerintah untuk menyesuaikan pendidikan dengan kebutuhan masyarakat dan tantangan global. Setiap perubahan yang disebabkan oleh tantangan, seperti kesenjangan infrastruktur pendidikan, kesiapan guru dalam implementasi, dan perbedaan karakteristik lokal. Selain itu, faktor-faktor seperti dinamika politik, perubahan teknologi, dan kebutuhan pasar kerja berperan besar dalam evolusi sinkronisasi. Meskipun menghadapi banyak tantangan, peluang besar untuk pengembangan kurikulum terbuka, terutama dengan pemanfaatan teknologi digital, penguatan literasi global, dan kolaborasi dengan industri dunia. Pemerintah Indonesia telah mengambil langkah-langkah strategi untuk merancang kurikulum yang adaptif terhadap perubahan global, termasuk pengembangan kebijakan berbasis data, pelatihan guru, dan kerjasama dengan lembaga internasional.

Kata Kunci: Sejarah Kurikulum Pendidikan, Transformasi Kurikulum, Tantangan Pendidikan, Literasi Global.



INTRODUCTION

The development of the education curriculum in Indonesia is a reflection of the social, political, and cultural dynamics that have occurred since independence. The first curriculum, the 1947 Curriculum, was designed to meet the basic needs of post-independence education, which focused on instilling national values (Alhamduddin 2016). Furthermore, curriculum changes continue to take place, starting from the 1968 Curriculum, the 1975 Curriculum, to the 2013 Curriculum which is competency-based. These changes illustrate the government's efforts to adapt education to the needs of society and global challenges. However, every curriculum change faces various challenges, such as gaps in educational infrastructure and teacher readiness in implementation (Insani 2019a).

The history of the development of the education curriculum in Indonesia reflects a long journey in responding to the challenges of the times. Since the 1947 Curriculum, which emphasized the formation of national character, to the Merdeka Curriculum, which is oriented towards project-based learning, the transformation of the curriculum has always reflected the needs of society at that time (Ananda and Hudaibah 2021). Each era brings a different approach, such as the 1975 Curriculum which emphasizes efficiency and effectiveness in learning, and the 2013 Curriculum which prioritizes the development of student competencies (Dina 2020).

The main factors influencing curriculum change include political dynamics, technological changes, and job market needs. For example, in the New Order era, the curriculum was designed to support national stability and economic development (Heriyati 2022). Meanwhile, the development of information technology in the 21st century has driven the need for a curriculum that is able to integrate digital literacy and 21st century skills. These factors require the government to continue to update the curriculum to keep up with the times. (Salma 2024)

The implementation of the curriculum in Indonesia is not without challenges. One of the biggest challenges is the gap in educational infrastructure between urban and rural areas, which often hinders the implementation of the curriculum evenly (Awainah et al. 2024). In addition, the readiness of teachers to understand and implement the curriculum is also a problem, especially in dealing with competency-based curriculum (Rika Widianita 2023).

However, behind these challenges, there are great opportunities to optimize curriculum development. For example, the use of digital technology can support distance learning and expand access to education (Widhy setyowati, Jason Moscato n.d.). In addition, the project-based approach in the Merdeka Curriculum provides space for students to develop critical and creative skills that are relevant to future needs (Amanullah, Syarifah, and Rachma 2023).

Efforts by the government and other stakeholders in designing a curriculum that is adaptive to global changes are very important. The government has carried out various initiatives, such as technology-based teacher training and inclusive curriculum development (Ariandini and Hidayati 2023). In addition, collaboration between educational institutions, industry, and the community is also needed to ensure that the curriculum is not only academically relevant but also applicable in the world of work (Wati et al. 2022).

The importance of this discussion lies in the urgency of presenting an adaptive and relevant curriculum in the digital era. Currently, the Independent Curriculum is designed to provide flexibility to teachers and students in determining learning that is appropriate to individual and local needs (Turen 2024). This transformation is a great opportunity for



Indonesia to improve the quality of education in line with the demands of the Industrial Revolution 4.0 and Society 5.0. Therefore, understanding the history, challenges, and opportunities for curriculum development is important to answer today's educational needs.

METHOD

In this study, the method used is library research, which focuses on the study of literature related to the topic of transformation of the development of the education curriculum in Indonesia. This method was chosen because it is descriptive and analytical, with the aim of exploring in-depth information about the history, challenges, and opportunities that exist in the context of the education curriculum in Indonesia. This approach allows researchers to gain a comprehensive understanding based on a study of various relevant library sources, both theoretical and practical.

This literature research was conducted by collecting and analysing various secondary sources, such as books, scientific journals, research reports, articles, and policy documents related to the education curriculum in Indonesia. By exploring existing sources, this study seeks to understand the development of the curriculum from time to time, the challenges faced in its implementation, and the opportunities that can be optimized to improve the education system in the future.

The reason for choosing this library research method is based on the nature of the topic that requires tracing the changes in the curriculum that have occurred historically, as well as analysing various external factors that influence the development of the curriculum. In addition, access to various quality and detailed references on this topic allows researchers to produce a more in-depth analysis based on scientific evidence. Thus, library research is the right method to achieve the objectives of this study, namely to provide a clear picture of the transformation of the education curriculum in Indonesia, as well as the challenges and opportunities that will be faced in the preparation of education policies in the future.

RESULTS AND DISCUSSION

History of the Development of the Education Curriculum in Indonesia from the Independence Era to the Independent Curriculum Era

In the early days of independence, the 1947 Curriculum became the basis for the first national education that emphasized the formation of national character and moral values (Manurung 2019). This curriculum was designed to replace the colonial education system that was irrelevant to the needs of the newly independent nation. The focus was on instilling a sense of nationalism in students through history, citizenship, and Indonesian language subjects (Insani 2019). However, at this time, limited infrastructure and human resources were the main obstacles in its implementation (Mulkan and Zunnun 2024).

During the Old Order era, the 1952 Curriculum and the 1964 Curriculum were revised to accommodate the vision of national development that focused on agriculture and industry (Anitasari and Cahyono 2023). The 1964 Curriculum, for example, emphasized basic education that included the development of academic skills, arts, and life skills. However, political instability in this era affected the implementation of the curriculum consistently (Anitasari and Cahyono 2023).



Entering the New Order era, the education curriculum underwent significant changes with a focus on economic stability and development. The 1975 curriculum was designed based on the "Instructional System Development Procedure" (PPSI) model, which aimed to improve learning efficiency through a systematic approach (Mulkan and Zunnun 2024). Furthermore, the 1984 Curriculum introduced an active learning approach through the " Active Student Learning Method" (CBSA) strategy which encouraged student involvement in the learning process (Wardhana 2021).

However, despite the relevance of this innovation, the implementation of the 1984 Curriculum faced challenges such as limited teacher training and resistance to changes in learning methods. Nevertheless, the curriculum in this era provided a foundation for further development that was more competency-based in the future.(Iman and Ridwan 2024)

Post-New Order, the 2004 Curriculum or Competency-Based Curriculum (KBK) was introduced to answer the demands of globalization and the job market (Septiani et al. 2024). The focus is on developing individual competencies through a thematic and project-based approach. However, its implementation has not been free from criticism regarding the lack of teacher training and adjustment of teaching materials (Mudiono 2021).

The 2013 Curriculum became an important milestone in Indonesian education by integrating literacy, 21st-century competencies, and character education (Hamidah 2019). Meanwhile, the Merdeka Curriculum launched in 2022 provides schools with flexibility to adapt learning to local needs (Nugraha 2022). This curriculum emphasizes project-based learning that is relevant to current issues such as environmental sustainability and digital literacy (Afrilia Putri and Nanggala 2023).

By observing this historical journey, the transformation of the curriculum in Indonesia shows the government's efforts to respond to the dynamics of educational needs that continue to develop. Understanding this history provides an important foundation for analyzing future challenges and opportunities.

Key Factors Influencing Curriculum Change and Development in Indonesia throughout History

One of the main factors influencing the development of the curriculum in Indonesia is the social and political dynamics that occur in each era. In the early days of independence, the 1947 Curriculum was designed to replace the colonial education system that was irrelevant to national values. This curriculum emphasized the teaching of history and citizenship to strengthen national identity (Hidayat, Ag, and Pd 2019). Political changes that occurred during the Old Order and New Order also influenced the curriculum, such as the emphasis on the Pancasila ideology in the New Order era through the 1975 Curriculum (Anitasari and Cahyono 2023). These socio-political factors continued with the influence of globalization in the reform era, which encouraged the adoption of a competency-based approach (Suprihartini et al. 2024).

Changes in the national economic structure are also a major driver in curriculum development. In the New Order era, the curriculum was designed to support economic development with a focus on skills education relevant to the industrial and agricultural sectors (Adolph 2016). For example, the 1984 Curriculum with the CBSA approach aimed to improve students' learning skills to meet the needs of the labor market. In the digital era, the demands



of the global economy have influenced the design of the Merdeka Curriculum, which emphasizes digital literacy and 21st-century skills to improve students' competitiveness in the international labor market (Fakhri 2023).

Technological advances are also an important factor influencing curriculum development in Indonesia. The development of information and communication technology (ICT) encourages the government to integrate technology into the learning process. The 2013 Curriculum, for example, emphasizes the use of ICT in learning to improve students' digital literacy (Junaedy et al. 2021). In the Merdeka Curriculum era, technology has become an integral part of project-based learning strategies, allowing students to explore global issues through digital platforms. This innovation is expected to improve the quality of education and its relevance to the needs of the times (Anitasari and Cahyono 2023).

Character education and local culture are also factors that cannot be ignored in curriculum development. The Indonesian government continues to strive to integrate local cultural values into the curriculum to strengthen national identity. The 2013 Curriculum, for example, integrated character education as one of the main elements in teaching (Anggraisa et al. n.d.). In the Merdeka Curriculum, this approach is strengthened by providing schools with flexibility to adapt learning according to the local context, so that cultural values can continue to be preserved (Amalia and Asbari 2023).

Although various factors influence curriculum development, challenges in implementation are often the main obstacle. Limited educational infrastructure, such as the lack of learning facilities in remote areas, is one of the obstacles that are often faced (Marzuqi and Ahid 2023). In addition, teacher readiness in understanding and implementing the new curriculum is also an issue that needs to be addressed through training and professional development. By overcoming these challenges, it is hoped that the positive influence of various factors can be optimized to improve the quality of education (Purani and Susanto Putra 2022).

The transformation of the development of the education curriculum in Indonesia cannot be separated from the influence of various factors, ranging from socio-political changes, economic needs, technological advances, to efforts to preserve local culture. Analysis of these factors provides insight into how the curriculum can continue to evolve to meet the needs of education in the global era (Paramita, Ratnasari, and Husna 2025). By understanding these influences and challenges, strategic steps can be taken to create a curriculum that is relevant and adaptive to changing times.

Challenges Faced in Implementing the Education Curriculum in Various Eras in Indonesia

The implementation of the education curriculum in Indonesia often faces challenges related to the philosophy and ideology behind the curriculum itself. For example, in the 1947 era, the curriculum known as the "1947 Lesson Plan" emphasized the values of the struggle for independence and nationalism, which were a response to colonialism. However, the main challenge is how to translate these values into a learning process that is relevant to students' needs. In the context of constructivism theory, knowledge must be constructed by students through experience and social interaction (Asiva Noor Rachmayani 2015).



One of the biggest challenges in implementing the education curriculum in Indonesia is the infrastructure gap, especially in remote areas. The lack of learning facilities, such as laboratories, libraries, and access to technology, hampers the implementation of the curriculum that requires the support of modern technology and resources (Ilmiah et al. 2024). For example, in the implementation of the 2013 Curriculum, many schools in remote areas faced obstacles in adopting a technology-based approach due to minimal internet access and supporting devices. This shows the need for more attention from the government to improve educational facilities evenly (Nuraeni, MS, and Boeriswati 2020). In the perspective of humanistic theory, education must pay attention to individual needs holistically, including supportive learning environment conditions (Habsy, Nashihah, and Atsila 2023). However, in reality, many schools do not have basic facilities such as libraries or laboratories, thus inhibiting the active and creative learning process desired by the curriculum (Kartini, Sobar, and Karyaningtyas 2023).

In addition to infrastructure, teacher readiness is a major challenge in implementing the curriculum in Indonesia. Frequent curriculum changes, such as from the 2006 Curriculum to the 2013 Curriculum, have made it difficult for many teachers to adapt teaching methods to new approaches (Romadhon et al. 2023). The lack of comprehensive training and mentoring has resulted in suboptimal curriculum implementation. This challenge is increasingly apparent in the Merdeka Curriculum, which requires teachers to develop project-based learning independently (Nurjanah and Mustofa 2024).

Frequent curriculum changes are one of the main challenges in the education system in Indonesia. For example, the transition from the 2004 Competency-Based Curriculum (KBK) to the 2006 School-Level Curriculum (KTSP) showed inconsistencies in education policies (Istanti 2019). These changes are often not accompanied by adequate socialization and training for teachers, causing confusion and resistance in the field (Sitopu et al. 2023). Constructivism theory emphasizes the importance of continuity in the learning process to build deep understanding. This inconsistency in policy creates disruption in the learning process, which results in a lack of stability and sustainability in education (Sidoarjo 2024).

In the 2013 Curriculum era, the challenges of globalization and technology are one of the main issues. This curriculum emphasizes the development of 21st century skills, such as critical thinking, creativity, collaboration, and digital literacy (Lubna 2024). However, in reality, many schools do not have adequate access to technology, especially in the 3T (underdeveloped, leading, and outermost) areas. In a humanistic approach, education must provide equal opportunities for every individual to develop according to their potential (Pratiwi, Bramastia, and Purnama 2022). This inequality in access to technology creates a wider educational gap, which ultimately hinders the achievement of curriculum goals holistically (Sonia, Sassi, and Pendidikan 2024).

Heavy administrative burdens are also a challenge in curriculum implementation. Teachers are often faced with administrative tasks that reduce their time to design and implement effective learning (Nur Efendi and Muh Ibnu Sholeh 2023). For example, in the 2013 Curriculum, teachers must prepare very detailed lesson implementation plans, so that the focus on teaching is often neglected. The simplification of administration implemented in the Merdeka Curriculum is a positive step, but its implementation still faces obstacles in the field (Soleha and Mujahid 2024).



Another challenge faced is the lack of alignment between the national curriculum and local needs. The centrally designed curriculum often does not take local characteristics into account, making it irrelevant to the social and cultural context in some areas (Soleha and Mujahid 2024). This makes it difficult for students to understand the material being taught because it is not directly related to their lives. In the Independent Curriculum, flexibility is given to schools to adapt learning, but the implementation of this policy still requires further support from the local government (Zulaiha, Meisin, and Meldina 2023).

Community and stakeholder participation in the curriculum development and implementation process is still minimal. For example, in the implementation of the 2013 Curriculum, the involvement of parents and local communities was less than optimal in supporting project-based learning (Tpq and Karanganyar 2023). In fact, community participation is very important to ensure that the curriculum implemented is relevant to the needs of students and the community. This challenge needs to be addressed through effective communication programs and collaboration between schools, government, and the community.

Opportunities for Curriculum Development in Indonesia in Facing the Future

One of the main opportunities in developing the education curriculum in Indonesia is the use of digital technology. With the increasing access to the internet and digital devices, technology-based learning can be applied more widely to support the implementation of a flexible and adaptive curriculum (Sujarwo 2013). For example, the use of online learning platforms can help students in remote areas access quality learning materials that were previously difficult to reach. The integration of technology into the curriculum also allows for personalization of learning according to student needs, as implemented in the Merdeka Curriculum (Santoso et al. 2023).

However, the challenges include the gap in access to technology in remote areas. Therefore, efforts such as providing internet infrastructure and training for teachers are important to maximize this opportunity (Khalil and Syah 2024). In this context, technology-based education must be designed to pay attention to the humanistic aspect, namely providing meaningful and relevant experiences for students (Ma'mun and Srihandayani 2023).

Teachers have a central role in the successful implementation of a future-based curriculum. According to the humanistic perspective, teachers should be seen as facilitators who help students develop their potential holistically (Sumantri and Ahmad 2019). To achieve this, an in-depth and ongoing training program is needed, which focuses not only on mastering technology but also on developing pedagogical skills and the ability to manage interactive learning (Sitopu et al. 2023).

Such training can include the development of collaborative learning strategies, where teachers and students work together to create a conducive learning environment (Rizal et al. 2024). In addition, mentoring programs between teachers can be a strategic step to improve competence collectively (Sugiarti 2023). In the era of technology-based curriculum, teachers must be able to integrate digital media into learning methods that are relevant to the needs of students in the 21st century (Ambarwati et al. 2022).

Another opportunity that can be optimized is strengthening global literacy and character in the curriculum. Education based on global values, such as tolerance, social justice, and



sustainability, is becoming increasingly important in the era of globalization (Irawan et al. 2024). By integrating character education into the curriculum, students can be better prepared to face global challenges while maintaining local cultural identities. This is in line with the Merdeka Curriculum agenda which emphasizes project-based learning to support the development of these values (Irawan et al. 2024).

Collaboration with the industrial world is also a significant opportunity for curriculum development. Vocational education and work skills development are the main focus in ensuring the relevance of the curriculum to the needs of the labor market (Wati et al. 2022). For example, internship programs and job training integrated into the curriculum can provide practical experience to students, so that they are better prepared to enter the workforce. Initiatives like this require regulatory support and strategic partnerships between the government, educational institutions, and the private sector (Rahmawati et al. 2022).

School flexibility and autonomy in determining learning approaches are also important opportunities in curriculum development. The Independent Curriculum, for example, gives schools the freedom to adapt learning materials according to local needs (Rahmawati et al. 2022). Thus, schools can be more responsive to social changes and community needs. Training support for principals and teachers is essential to ensure the implementation of this policy is effective (Sidoarjo 2024).

The use of data and analytics for curriculum evaluation is another opportunity that can be optimized. Analytical technology allows for real-time data collection and analysis on learning effectiveness, which can be used for continuous curriculum improvement (Sudarta 2022). For example, student learning outcome data can be used to identify weaknesses in the curriculum and design appropriate interventions. The use of an integrated educational information system is an important step in taking advantage of this opportunity.

Efforts of the Government and Other Stakeholders in Designing a Curriculum that is Adaptive to Global Change

The government has the primary responsibility in designing curriculum policies that can address the challenges of globalization. One important step taken is the development of the Independent Learning Curriculum which provides schools with flexibility to adapt learning to local needs and global demands (Eny Junyanti 2024). From a constructivist theory perspective, this flexibility allows students to build understanding through learning experiences that are relevant to real life (Sugrah 2020). In addition, this policy also encourages strengthening 21st-century competencies, such as digital literacy, critical thinking, and collaboration, which are relevant to global dynamics (T. Siregar et al. 2024).

The Indonesian government has made various efforts to design a curriculum that is adaptive to global changes, one of which is by developing data-based and research-based policies. Data from the evaluation of the implementation of the previous curriculum is the basis for formulating new policies that are relevant to global needs (Susilowati 2022). For example, the preparation of the Merdeka Curriculum was carried out through an in-depth study of educational needs in the digital era and the results of a national survey regarding the effectiveness of the previous curriculum. This data-based approach helps create a curriculum that is responsive to technological developments and community needs (et al. 2024).



To present a curriculum that is adaptive to global changes, collaboration between the government and the industrial world is a strategic step. The industrial world can provide input on the skills needed in the era of the industrial revolution 4.0, so that the curriculum designed is more relevant to the job market (Ariandini and Hidayati 2023). Within the framework of humanistic theory, this collaboration can ensure that education does not only focus on cognitive aspects, but also on the holistic development of individual potential, including students' emotional and social needs (Habsy, Nashihah, and Atsila 2023). Programs such as industrial internships and the introduction of advanced technology in schools are concrete examples of this collaboration (Dewi and Hidayati 2024).

Teachers are key actors in curriculum implementation, so strengthening their competencies is a top priority for the government. Teacher training and certification programs are designed to ensure they have skills relevant to global demands, such as digital literacy and mastery of innovative learning methods (Asiva Noor Rachmayani 2022). The Guru Penggerak Program, for example, aims to train teachers in implementing project-based learning that supports the development of 21st-century skills. Thus, teachers can become agents of change who are able to adapt the curriculum to student needs and global challenges (Widyaguna 2023).

Collaboration with international institutions is also a strategic step in designing an adaptive curriculum. The government collaborates with UNESCO and UNICEF in adopting best practices from various countries to improve the quality of national education (I. Siregar, Anwar, and Munte 2024). Inclusive and sustainable education programs, supported by these institutions, have been integrated into the national curriculum to improve the global competitiveness of Indonesian students. This collaboration provides Indonesia with access to global resources and knowledge that support curriculum transformation (Lase et al. 2024).

Adjusting the curriculum to industry demands is an important step in facing global change. Vocational education, for example, is designed to meet the needs of the workforce in strategic sectors, such as information technology and manufacturing (Alkalah 2019). The government also encourages collaboration between schools and industry to develop relevant internship and job training programs. These initiatives help students gain practical skills needed in the modern workforce, while increasing the relevance of the curriculum to market needs (Fadya Safitri Rahman et al. 2024).

The government also focuses on implementing educational technology as part of efforts to design an adaptive curriculum. Online learning platforms, such as Rumah Belajar, are designed to support technology-based learning throughout Indonesia (Kamal and Sassi 2024). In addition, the curriculum is designed to integrate digital literacy as a basic competency that must be mastered by students at all levels of education. This step aims to ensure that students have skills that are relevant to the digital era and are able to compete globally (Kusumawati, Wachidah, and Cindi 2021).

Community participation, including parents, students, and other stakeholders, is an important part of the curriculum formulation process. The government has opened up space for public dialogue through consultation forums and national surveys to identify community needs and expectations regarding education. This participatory approach helps create a curriculum that is more inclusive and in line with the needs of various parties, thereby increasing the effectiveness of its implementation (Tpq and Karanganyar 2023).



Efforts by the government and other stakeholders in designing a curriculum that is adaptive to global changes include various strategic initiatives, such as developing data-based policies, strengthening teacher competencies, international collaboration, adapting to industry demands, and integrating educational technology. With this comprehensive approach, the education curriculum in Indonesia is expected to be able to face global challenges while preparing students for a dynamic future.

CONCLUSION

The results of this study indicate that the development of the education curriculum in Indonesia has undergone a significant transformation since the independence era to the Merdeka Curriculum era. The history of the education curriculum in Indonesia is influenced by various factors, ranging from political, social, and economic dynamics, as well as global demands that continue to grow. At the beginning of independence, the education curriculum was designed to build national identity and strengthen the Pancasila ideology. Over time, the curriculum has undergone various changes, both in terms of structure, content, and pedagogical approaches, to adapt to the challenges of the times, such as globalization, technological advances, and job market needs. The main factors influencing changes in criteria include government policies, international interventions, scientific developments, and responses to community needs. The main challenges in implementing the curriculum in Indonesia include the mismatch between the designed curriculum and the capabilities of facilities and teaching staff, as well as the diversity of geographical and social conditions that affect the effectiveness of curriculum implementation. Opportunities that can be optimized for future curriculum development include the use of digital technology in learning, strengthening national character, and developing a curriculum that is more flexible and responsive to global change. The efforts of the government and other stakeholders in designing a curriculum that is adaptive to global changes can be seen from the implementation of the Independent Curriculum, which provides space for innovation in learning and adjustments to the needs of students, while still prioritizing Indonesian cultural values. This finding has practical significance in formulating more inclusive and dynamic education policies, as well as providing direction for further research on the effectiveness of a curriculum that is responsive to future needs.

Based on the limitations in this literature study, suggestions for further research are to conduct further studies on the implementation of the Independent Curriculum at various levels of education, especially related to its impact on the quality of learning and the development of student competencies. In-depth research on the challenges and strategies for implementing the curriculum in areas with diverse geographic and social conditions is also very important to realize the extent to which the policy curriculum can be accepted and implemented effectively. In addition, research on the use of technology in more flexible and digital-based learning can be a relevant topic, given the rapid changes in the world of technology and the need to integrate technology into the education system in Indonesia.

Overall, this study provides a clear picture of the transformation of the education curriculum in Indonesia, the factors that influence the changes, the challenges faced, and the opportunities that can be optimized for the future. An adaptive and responsive education curriculum to global changes is the key to preparing the next generation to be competitive, have



strong characters, and be able to face the increasingly complex challenges of the world. Therefore, continuous improvement in the design and implementation of the education curriculum in Indonesia needs to be a primary concern for all stakeholders, so that the education system can have a positive impact on the development of the Indonesian nation.

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