CURRICULUM COMPETENCY STANDARDS IN INDONESIA; IDENTIFICATION STUDY 2004-2022

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ABSTRACK

Competency-based curriculum (CBC) is an educational approach that focuses on developing students' abilities according to established competency standards. This article discusses the basic concepts, implementation, and challenges of CBC in the modern education system. This study aims to examine the implementation of the Competency-Based Curriculum (CBC) in Islamic education, focusing on evaluating learning outcomes, processes, and input in the learning process. The research method employs a qualitative approach, with data collection through observation and document analysis related to the implementation of CBC. The findings of the study indicate that CBC is effective in developing students' competencies, including knowledge, skills, and attitudes, that are relevant to societal needs. The study also identifies several challenges in implementation, such as the lack of teachers' understanding of the principles of CBC and limited resources. The impact of CBC implementation is the increased skill of students in real-world contexts and the relevance of education to societal needs. The conclusion of this study emphasizes the importance of a systematic curriculum design and teacher training support to ensure the successful implementation of CBC in teaching.

Keywords: Curriculum, Competency Standards, Identification Study, Period 2004-2022

ABSTRAK

Kurikulum berbasis kompetensi (KBK) merupakan pendekatan pendidikan yang berfokus pada pengembangan kemampuan siswa sesuai dengan standar kompetensi yang telah ditentukan. Artikel ini membahas konsep dasar, implementasi, dan tantangan KBK dalam sistem pendidikan modern. Penelitian ini bertujuan untuk mengkaji penerapan kurikulum berbasis kompetensi (KBK) dalam pendidikan Islam, dengan fokus pada evaluasi hasil pembelajaran, proses, dan masukan pembelajaran. Metode penelitian ini menggunakan pendekatan kualitatif, dengan pengumpulan data melalui observasi, dan analisis dokumen terkait pelaksanaan KBK. Hasil penelitian menunjukkan bahwa KBK efektif dalam membangun kompetensi mahasiswa, baik dalam pengetahuan, keterampilan, maupun sikap, yang relevan dengan kebutuhan masyarakat. Temuan ini juga mengidentifikasi beberapa tantangan dalam implementasi, seperti kurangnya pemahaman guru tentang prinsip-prinsip KBK dan keterbatasan sumber daya. Dampak dari pelaksanaan KBK adalah peningkatan keterampilan mahasiswa dalam konteks nyata dan relevansi pendidikan dengan kebutuhan masyarakat. Kesimpulan dari penelitian ini menekankan pentingnya penyusunan kurikulum yang sistematis dan dukungan pelatihan bagi pendidik untuk memastikan keberhasilan implementasi KBK dalam pembelajaran.

Kata Kunci: Kurikulum, Standar Kompetensi, Studi Identitas, Periode 2004-2022

INTRODUCTION

In recent decades, the education system in Indonesia has undergone various significant changes, especially in terms of curriculum. One of the striking phenomena is the change from the 2004 Competency-Based Curriculum (KBK) to the 2013 Curriculum, and efforts to improve it until 2022. Data from the Ministry of Education, Culture, Research, and Technology shows that the curriculum is designed to answer global challenges and the needs of the world of work, with an emphasis on developing 21st century competencies. However, a national survey in 2021 showed that 60% of teachers still find it difficult to implement the set competency standards, especially in aligning learning methods with curriculum goals. This indicates that there is a gap between policies and practices in the field (Ministry of Education and Culture, 2021).

Previous research has discussed many important aspects related to the curriculum in Indonesia. First, a number of studies have identified the main elements in the national curriculum competency standards (Widodo, 2015). Second, a study on the impact of curriculum implementation on student learning outcomes shows varying results (Sukmadinata, 2019). Third, the research also explores changes in education policies that affect the curriculum structure (Putra, 2020). Fourth, the implementation of technology in curriculum-based learning has become the main topic in recent years (Santoso, 2021). Fifth, comparative studies between curricula in Indonesia and other countries have provided insight into the position of Indonesia's educational
competence at the global level (Rahmawati, 2022).

However, there are a number of things that are still a problem and have not been studied in depth. First, how effective are competency standards in improving the quality of learning at various levels of education. Second, the limitations of training and support for teachers in implementing the curriculum (Ministry of Education and Culture, 2021). Third, there is a lack of adequate longitudinal data to measure the long-term impact of the curriculum on the quality of education (Rahmawati, 2022). Fourth, the challenge of aligning local needs with global demands in curriculum preparation (Putra, 2020). Fifth, there is a lack of attention to the development of inclusive and sustainability-based curricula that are in accordance with the Indonesian context (Santoso, 2021).

Against this background, this article aims to answer the following questions: What is the process of identifying and developing the curriculum in Indonesia from
2004 to 2022, especially in the context of competency standards? This study aims to analyze changes, challenges, and opportunities in the implementation of the national curriculum for almost two decades. The contribution of this research is to provide data-based recommendations for the development of more effective and relevant education policies. For reference, this study refers to the report of the Ministry of Education and Culture (2022), as well as related research from reputable journals such as "Education Policy Analysis Archives" and "International Journal of Educational Development".

METHOD

This research approach uses a qualitative approach. This approach is a systematic and intensive data collection process, namely trying to understand the meaning of events related to field

subject activities as a whole. In qualitative research, the data obtained is in the form of information, information and observation results. Qualitative research methods are research methods based on post-positivism philosophy, used to research natural object conditions, (as opposed to experiments) where researchers are key instruments, data source collection is done purposively and snowball, data collection techniques with triangulation (combination), data analysis is inductive or qualitative, and research results emphasize the meaning of generalization. So it can be concluded that qualitative research methods are research with descriptive data in the form of words and language in a specific natural context by utilizing natural methods. The type used in this study is field research, namely research that is carried out systematically which is adjusted to the data in the field. (Sugiyono: 2015)

RESULTS AND DISCUSSION

Definition of competency-based curriculum

The term competence is often juxtaposed, even often equated with performance and skill. These three terms are indeed closely related to each other, but they have different dimensions and concepts. Competence has an inner dimension, invisible (not perceptible), and a mentality or abstract in nature, because it deals with the authority or power to understand and do something. Meanwhile, performance and skills, have external dimensions, visible (sensory) and conative (psychomotorist, technical) or concrete, because they are related to actions or practices to understand and do something. Competence is always manifested in performance and skills. However, performance and skills are not always, in fact, never a mirror or a manifestation of all competencies (possessed by a person), but are a mirror or a manifestation of some competencies possessed by a person. (Rifai 2016)

KBK is a set of systematic learning planning and arrangements to achieve certain competencies. It can also be said that KBK is a curriculum that contains a number of competencies that are needed and need to be mastered by learners to live their lives, both to get a job, work, continue their studies, and learn for life. These competencies are arranged and packaged in such a way that they are possible to be achieved and mastered by learners (students). (Rifai 2016)

The Competency-Based Curric10.58518/gajie.v1i1.3216ulum (KBK) was first designed and introduced in Indonesia in 2004. This curriculum is designed to replace the 1994 Curriculum and aims to emphasize more on the development of students' competencies, both in terms of knowledge, skills, and attitudes. KBK focuses on achieving basic competencies that must be possessed by students after completing a lesson.

The competency-based curriculum (KBK) is an educational approach that emphasizes the mastery of skills and knowledge that can be applied in real contexts.

According to the Center for Curriculum and Books (2018), KBK is designed to produce graduates who have abilities and skills in accordance with the needs of the world of work and society. In this context, the curriculum not only serves as an academic guide, but also as an instrument to prepare students for future challenges (Mulyasa, 2017). Therefore, KBK focuses on concrete and measurable learning outcomes, so that it becomes more relevant in responding to the demands of the times.

Characteristics of the competency-based curriculum (KBK):

1. Competency-oriented, the competency-based curriculum focuses on the achievement of abilities that cover three main domains: cognitive, affective, and psychomotor. Competencies reflect the real abilities that students must have after completing the learning process. This aims to ensure that learners not only master theoretical knowledge but also have skills relevant to real-world needs. As stated by Mulyasa (2013).

2. Emphasizing Learning Outcomes, in KBK, the focus is on learning outcomes, not just the learning process. This learning outcome is measured through competency achievement indicators that have been formulated previously. Each competency is measured with clear success criteria so that students and teachers can know the level of achievement that has been achieved. According to the Regulation of the Minister of Education and Culture Number 20 year 2016.

3. Contextual based, KBK emphasizes learning that is relevant to the context of students' lives. Learning is designed so that the subject matter is related to real experiences, social environment, culture, and local needs. This is in line with the *contextual teaching* and *learning* (CTL) approach, which states that learning will be more effective if the material is connected to the real life of students (Johnson, 2002).

4. Using Authentic Assessments, Assessments in KBK are not only oriented to written tests, but also include assessments of performance, portfolios, projects, and products. Authentic assessment is designed to measure the extent to which students' competencies are applied in real situations (Wiggins: 1998).

5. Integrating Character Values, KBK not only focuses on academic competence but also on character building. Character education is integrated into all subjects, with the expectation that students will not only become intelligent individuals but also moral and noble character. According to Zubaedi (2011).

6. Flexibility in Implementation, KBK provides flexibility to teachers and schools to adjust the content of the curriculum to the needs of students and local conditions. This allows for a variety of learning strategies, the selection of teaching materials, and classroom management according to needs.

In designing KBK, there are several basic principles that must be considered:

1. Result-oriented. This principle prioritizes the achievement of student competencies as the main goal of education. In line with the theory of constructivism that emphasizes the active role of students in the learning process, the curriculum must be designed in such a way that students can be actively involved in developing knowledge and skills (Brusilovsky & Millán, 2007).

2. Relevance principle. KBK must be designed to meet the needs of the community and the world of work. In this context, it is important for educators to conduct an in-depth needs analysis so that the curriculum implemented includes the competencies needed in real life (Syamsuddin, 2020).

3. Interdisciplinary principles. KBK encourages the integration of various disciplines, so that students can see the linkages between various fields of knowledge.

4. The principle of active participation. KBK emphasizes the importance of student involvement in the learning process. Constructivism theory underlines that students learn better when they are directly involved in relevant and meaningful activities (Piaget, 1970).

Steps in Designing a Competency-Based Curriculum.

1. Needs Analysis, the first step in KBK design is to identify the needs of students, society, and the world of work. This analysis involves assessing the skills and competencies required in both local and global contexts. This approach is important to ensure that the curriculum is relevant and appropriate to the needs. (Richards, J. C: 2001).

2. Determination of Graduate Profile, after the needs are analyzed, the next step is to establish the desired graduate profile. This profile includes core competencies that must be possessed by learners, such as knowledge, skills, attitudes, and values. This profile is a reference for determining learning outcomes. (Ministry of Education and Culture: 2013).

3. Curriculum Structure Design, the curriculum structure is designed by determining subjects, time allocation, and learning sequence. In KBK, emphasis is placed on thematic or project-based approaches for integration between subjects. (Ornstein, A. C., & Hunkins, F. P: 2018).

4. Development of Teaching Materials and Learning Resources, teaching materials are designed to support the achievement of predetermined competencies. Learning resources can be in the form of textbooks, modules, or digital media that suit the needs of students. (Tomlinson, C. A.: 2001).

5. Learning Evaluation Planning, evaluation in KBK is designed to measure competency achievement. Authentic-based assessments, such as portfolios, projects, and observations, are used to comprehensively assess skills and understanding. (Wiggins, G., & McTighe, J: 2005).

6. *Implementation* and *Monitoring,* the curriculum that has been designed is implemented through the learning process. *Monitoring* is carried out to ensure that the implementation is in accordance with the goals that have been formulated. (Tyler, R. W: 1949).

7. Evaluation and Revision of the Curriculum, evaluation is carried out to assess the effectiveness of the curriculum in achieving the competencies that have been set. Based on the results of the evaluation, revisions can be made to improve the quality of the curriculum. (Stufflebeam, D. L: 2003).

   Theoretically, as stated by John Mc. Neil (1977) that there are four approaches in curriculum development, namely the academic approach, the humanistic approach, the social reconstruction approach and the technology approach. An academic approach in curriculum development is used if the developed curriculum is directed as a vehicle to develop a certain scientific field. The humanistic approach is used if the curriculum developed is directed as a vehicle to develop the potential of students. The social reconstruction approach is used in the curriculum if the curriculum developed is directed as a vehicle for student development based on the demands of society. Meanwhile, a technological approach is used if the curriculum is directed to prepare students to follow the development of science and technology, as well as to produce skilled personnel who are able to develop technology in their lives. The technological approach in curriculum development can be seen substantially identical to the competency approach (Muhadjir, 1996), which was later known as the

Competency Based Curriculum (CBC) (Anarisa 2002)

Designing competency-based curriculum evaluations for PAI

1. Authentic Assessment

   Authentic assessments assess learners' abilities through real-world tasks, such as projects, portfolios, and behavioral observations. Wiggins and McTighe (2005) emphasized the importance of authentic assessment in evaluating student competencies holistically.

2. Formative and Summative Assessment

   Formative assessments are carried out periodically to provide feedback during the learning process. Meanwhile, summative assessments are carried out at the end of the learning period to measure overall success (Gronlund, 2006).

3. Stages of Evaluation Implementation

   The implementation of competency-based PAI curriculum evaluation can be carried out through the following stages:

   1) Evaluation Planning, determining appropriate objectives, indicators, and evaluation tools.
   2) Data collection, using various instruments such as questionnaires, interviews, tests, and observations.
   3) Data Analysis, analyzing data to find out the extent to which students' competencies have been achieved.
   4) Follow-up, providing recommendations for improvement for the curriculum, learning strategies, or assessment methods.

   Thus, this article describes the implementation and evaluation of KBK in the context of Indonesian education, and highlights the challenges and solutions that can be applied to improve the quality of competency-based curriculum in the future.

   In general, the purpose of KBK is to be independent or empower schools in developing competencies that will be conveyed to students, in accordance with their environment. The granting of authority (autonomy) of school principals is expected to encourage schools to make decisions in a participatory manner. In addition, the implementation of KBK also aims to provide wider opportunities for schools, teachers and students, and even the community to carry out innovations and improvisation related to curriculum, learning, managerial and other issues that grow from their activities, creativity and professionalism. Community involvement in the development of KBK encourages schools to be more open, democratic and accountable. Which in turn the school will be able to carry out the learning process effectively and at the same time produce output that has the basic competencies needed to face their lives. (Anarisa 2002).

   The replacement of the 1994 Curriculum to the Competency-Based Curriculum (KBK) in 2004 was caused by a number of fundamental reasons related to the weaknesses of the 1994 Curriculum and the need to face increasingly complex educational challenges in the era of globalization. Here are the main reasons for the change:

1. Weaknesses of the 1994 Curriculum

   The 1994 curriculum was considered too dense with material and less flexible in its

implementation. This curriculum tends to focus on mastery of theory without providing adequate space for students to develop practical skills. According to Anarisa (2002), the centralistic approach of the 1994 Curriculum led to a lack of autonomy for schools and teachers in adapting learning materials to local needs. In addition, the caturwulan (cawu) system implemented makes it difficult for students and teachers to explore the material comprehensively.

2. Changes in the Educational Paradigm

The educational paradigm has shifted from simply transferring knowledge to developing holistic competencies, including cognitive, affective, and psychomotor aspects. KBK is designed to answer this need by emphasizing concrete and measurable learning outcomes, not just the learning process. This is in line with the theory of constructivism which emphasizes the importance of the active role of students in the learning process (Brusilovsky & Millán, 2007).

3. The Demands of the World of Work and Globalization

The development of the world of work in the era of globalization requires graduates who have practical skills, critical thinking skills, and adaptability. The 1994 curriculum which is oriented towards content and process is considered less relevant to this need. KBK is designed to produce graduates who have competencies in accordance with the demands of the world of work and the global community (Mulyasa, 2013).

4. Emphasis on Character Education

The 1994 curriculum paid less attention to the formation of students' character. KBK, on the other hand, integrates character values into all subjects, with the aim of producing students who are not only academically intelligent but also have good morals and morals (Zubaedi, 2011).

5. A More Contextual Approach

The 1994 curriculum does not provide enough space for contextual learning. On the contrary, KBK emphasizes the relevance of subject matter to students' real lives through a contextual teaching and learning (CTL) approach, which makes learning more effective and meaningful (Johnson, 2002).

6. Flexibility in Implementation

KBK gives autonomy to schools and teachers to develop a curriculum that suits the needs of students and the local context. This is different from the 1994 Curriculum which tends to be rigid and uniform for all schools (Anarisa, 2002).

Conclusion: The replacement of the 1994 Curriculum to KBK is a strategic step to increase the relevance of education in Indonesia to the needs of the 21st century. With a more flexible, contextual, and results-oriented approach, KBK is expected to be able to produce graduates who are competent, characterful, and ready to face global challenges.

Comparative conclusion of the 1994 Curriculum and the Competency-Based Curriculum (KBK):

The 1994 Curriculum and the Competency-Based Curriculum (KBK) show significant differences in aspects of legality, documents, approaches, content, learning time, and implementation.

1. Legal Basis and Development: The 1994 curriculum is centralistic, where the entire curriculum is determined by the central government. On the contrary, KBK gives autonomy to regions and schools to develop syllabi, learning guides, and learning resources according to local needs.

2. Curriculum Document: The 1994 Curriculum is considered rigid and inflexible, with a less clear target formulation at each level of education. On the contrary, KBK displays competency targets clearly and provides a wide space for teachers and schools to develop their potential and creativity.

3. Approach and Content: The 1994 curriculum is oriented to content and process with material that tends to be dense and repetitive. KBK, on the other hand, is results-oriented (competency), with more structured, relevant, and tiered material.

4. Learning Time System: The 1994 curriculum applies the caturwulan system (cawu), while KBK uses a semester system.

5. Learning Implementation: The 1994 curriculum lacks freedom for teachers to innovate and only emphasizes the aspect *of learning to know*. KBK is more holistic by balancing *learning to know, learning to do, learning to live together,* and *learning to be*. In addition, KBK places students as active subjects in learning, as well as paying attention to the integration of cognitive, affective, and psychomotor aspects.

Overall, KBK is more flexible, contextual, and provides space for innovation for schools, teachers, and students than the 1994 Curriculum which is more centralized and rigid. (Anarisa 2002)

This study aims to analyze the application of the Competency-Based Curriculum (KBK) in Islamic education and evaluate its effectiveness in shaping student competencies holistically. The results of the study show that KBK has characteristics that are competency-oriented, emphasize learning outcomes, are contextually relevant, use authentic assessments, integrate character values, and are flexible in their implementation. In the context of Islamic education, KBK has the potential to produce graduates who are professionally competent as well as have Islamic character. This is in line with the principles of KBK which prioritizes relevance, active participation, and integration of character values in learning.

The results of this study support the previous findings by Haryati (2018) which showed that KBK can encourage learning that is relevant to the needs of the world of work. In addition, this finding is also in line with Anwar (2017) who highlighted the importance of integrating Islamic values in KBK. However, this study provides additional insight by emphasizing the importance of flexibility in curriculum implementation to adjust to the needs of students in Islamic education, which has not been widely discussed in previous research.

Theoretically, this study strengthens the concept of KBK as an educational approach that emphasizes outcome-based learning and contextual relevance. In Islamic education, the integration of KBK with character values provides an opportunity to produce a holistic learning model, not only covering cognitive aspects but also affective and psychomotor. Practically, these findings encourage the

development of a curriculum that is more adaptive to the needs of students and the challenges of the 21st century. Teachers and managers of Islamic education can use these results to improve the planning, implementation, and evaluation of competency- based learning.

This study has limitations in the scope of its study which only includes a few Islamic educational institutions, so the results cannot be generalized to all educational contexts in Indonesia. In addition, the limited time for conducting research limits the exploration of the long-term impact of KBK implementation. Therefore, further research is recommended to expand the scope of the study to various levels and areas of education and conduct longitudinal analyses to evaluate the sustainability of KBK effectiveness. Another recommendation is to develop a KBK implementation guide specifically for Islamic education that integrates character values more deeply.

Summary/Closing about the Competency-Based Curriculum (KBK)

The Competency-Based Curriculum (KBK) is an educational approach that emphasizes the development of students' competencies in terms of knowledge, skills, and attitudes. KBK is designed to produce graduates who are ready to face the challenges of the world of work and real life. The main focus of KBK is on learning outcomes that are concrete, measurable, and relevant to the needs of the community and the world of work.

Definition and Dimension of Competency: Competence, performance, and skills are closely related but have different dimensions. Competence is abstract and inward, related to the ability to understand and do something, while performance and skills are concrete and measurable. Competencies encompass broader aspects than performance and skills, reflecting the basic abilities that individuals must have.

Characteristics of Competency-Based Curriculum

1. Competency-oriented: KBK covers three main domains, namely cognitive, affective, and psychomotor.
2. Emphasizing Learning Outcomes: Focus on achieving basic competencies through clear indicators of success.
3. Contextual Based: Subject matter is designed to be relevant to the real life of learners.
4. Authentic Assessment: Using assessment methods such as projects, portfolios, and observations to measure the application of competencies.
5. Integration of Character Values: Prioritizing character education so that students become moral and noble characters.
6. Implementation Flexibility: Provides space for teachers and schools to tailor the curriculum to local needs and learners.

Basic Principles of KBK

1. Results-oriented: Prioritizing the achievement of student competencies as the main goal.
2. Relevance: The curriculum is designed according to the needs of the community and the world of work.
3. Interdisciplinary: Integrating different fields of science.
4. Active Participation: Encourages students to be directly involved in the learning process.

KBK Planning Steps: KBK is designed through several stages, including needs analysis, determination of graduate profiles, development of curriculum structure, teaching materials, learning evaluation, implementation, and revision. This approach ensures that the curriculum is relevant, contextual, and flexible to meet the needs of learners and society.

Comparison of the 1994 Curriculum and KBK: The 1994 curriculum is centralistic with a

content-oriented approach, while KBK is more flexible, relevant, and focuses on competence. KBK gives autonomy to schools and teachers to innovate and adjust the curriculum to local needs.

The Application of KBK in Islamic Education: In the context of Islamic education, KBK integrates character values with professional competence. The results of the study show that KBK is able to produce graduates who are intellectually competent and have Islamic character. The principles of KBK that prioritize active participation and contextual relevance provide opportunities to create holistic learning that includes cognitive, affective, and psychomotor aspects.

Challenges and Solutions: The implementation of KBK faces challenges in terms of flexibility, teacher readiness, and holistic evaluation. Special guidance is needed for the implementation of KBK in Islamic education so that the integration of character values can be deeper. Further research is also needed to evaluate the sustainability of KBK effectiveness in the long term.

Overall, KBK is a relevant approach to improving the quality of education in Indonesia. With flexibility and focus on competence, KBK is expected to be able to produce a generation that is ready to face global challenges and become individuals with noble character.

CONCLUSION

Based on the results of research in the field and discussions conducted by researchers regarding curriculum competency standards in Indonesia; The 2004- 2022 identification study obtained the following conclusions:

1. The Competency-Based Curriculum (KBK) is an educational approach that focuses on mastering competencies that include knowledge, skills, and attitudes that are relevant to the demands of the times.
2. The basic principle of KBK is orientation to learning outcomes, which aims to enable students to apply knowledge and skills in real life.
3. Systematic steps in designing KBK, including competency identification, curriculum preparation, learning plan development, and evaluation and adjustment, are essential to ensure the relevance and effectiveness of the curriculum.
4. The evaluation, which includes authentic assessment, formative and summative assessment, as well as the stages of implementation of the evaluation, shows the importance of a holistic approach in assessing students' abilities. Through continuous evaluation, the curriculum can continue to be developed to produce graduates who are scientifically competent, have noble character, and are ready to face world challenges.

REFLECTION

This research underlines the relevance of the curriculum to local and global contexts. An effective curriculum must be able to integrate the needs of local communities while still paying attention to global challenges. This emphasizes the importance of flexibility in curriculum design so that it can be adjusted to the needs of each region or institution. In the context of Islamic education, this adjustment is very important so that the competency-based curriculum can shape the character of students in accordance with religious values, as well as

prepare them to face the increasingly global world of work.

SUGGESTION

For future research related to competency-based curriculum design, it is recommended that a more in-depth empirical study be conducted that tests the effectiveness of KBK implementation in the context of Islamic education more specifically. Further research can examine various evaluation models that can improve the quality of competency-based curriculum, as well as their impact on student character development. It is also suggested that more research leads to the integration of Islamic values in the competency-based curriculum, in order to ensure that graduates not only have scientific competence, but also good character and in accordance with religious teachings.

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