

Analysis of the 1947 Curriculum and the 1964 Curriculum**Suratmin¹⁾ Ade Agung Firmansyah²⁾ Tri Yuli Astuti³⁾ Ngasbun Egar⁴⁾**

Keywords

1947 Curriculum, 1964 Curriculum, Pancawardhana, Indonesian Education, Practical Skills

Abstract

This research aims to analyze and compare the 1947 Curriculum and the 1964 Curriculum in the context of the history of education in Indonesia. The 1947 curriculum was the first curriculum prepared after Indonesian independence, with a focus on forming the character of an independent nation through education that emphasized morals and national values. Meanwhile, the 1964 Curriculum was developed with the Pancawardhana philosophy, which emphasizes the development of five aspects of students, namely morals, intelligence, skills, emotions and physicality, to support national development.

This study uses a qualitative descriptive method with document and literature analysis. The results of the analysis show that the 1947 Curriculum is more oriented towards character building and nationalism, while the 1964 Curriculum is more pragmatic by emphasizing practical skills and knowledge to support the country's economic and development needs. Despite facing various challenges in implementation, these two curricula provide an important foundation for the Indonesian education system.

This research concludes that the differences in philosophy and approach between the two curricula reflect changing social and political priorities in Indonesia at that time, and offer valuable lessons in the formulation of educational policies in the future.

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INTRODUCTION

Education is an important aspect in the development of a nation, and the curriculum is the foundation of an effective education system. In Indonesia, the education system has undergone a significant transformation along with social, political and economic changes. Two curricula that reflect these changes are the 1947 Curriculum and the 1964 Curriculum.

The 1947 curriculum was the first curriculum introduced after Indonesia became independent in 1945. This curriculum was designed in the context of forming the character of a newly independent nation, with an emphasis on moral values, nationalism and national spirit. During this period, Indonesia attempted to escape colonial influence and build an identity as a sovereign country. Therefore, education in this curriculum is directed at creating a generation that is not only academically intelligent but also has high integrity and national awareness.

Furthermore, the 1964 Curriculum emerged during the administration of President Soekarno, who tried to adapt education to the increasingly urgent demands of national development. By adopting the Pancasila philosophy, this curriculum emphasizes the development of five aspects of students: morals, intelligence, skills, emotions and physicality. This approach aims to produce graduates who not only have knowledge, but also practical skills needed in the economic and social development process in Indonesia.

Even though these two curricula have noble aims, their implementation is not free from various challenges. The 1947 curriculum, for example, faced difficulties in providing adequate educational resources and teacher training. Meanwhile, the 1964 Curriculum also experienced problems in its implementation due to political changes which disrupted the stability of education in Indonesia.

This article aims to analyze and compare the 1947 and 1964 Curriculum in terms of philosophy, structure, implementation and impact on the Indonesian education system. Through this analysis, it is hoped that a better understanding of the evolution of education in Indonesia and its implications for future curriculum development can be obtained.

METHODS

This research uses an approach qualitative descriptive to analyze and compare the 1947 Curriculum and the 1964 Curriculum in the context of education in Indonesia. This method was chosen to provide an in-depth understanding of the characteristics and impact of the two curricula. The steps taken in this research include:

1. Data Collection

- **Official Documents:** Primary data collection was carried out by analyzing official documents related to the 1947 Curriculum and the 1964 Curriculum. These documents include curriculum guidelines, government reports, and educational policies published by the Indonesian Ministry of Education and Culture.
- **Related Literature:** Secondary data is collected from relevant literature, such as books, scientific articles, and theses discussing the history of education in Indonesia. These sources help provide additional context and analysis regarding both curricula.

2. Interview

This research also involved interviews with education expert and teacher who is experienced in implementing both curricula. This interview aims to gain a direct perspective regarding the challenges and experiences faced during the implementation of the curriculum. Interview questions were designed to elicit information regarding the goals, implementation, and impact of each curriculum.

3. Data analysis

- The collected data is analyzed qualitatively using techniques content analysis. This process involves categorizing information based on major themes related to the philosophy, structure, implementation, and impact of both curricula. The findings from this analysis were then compared to identify differences and similarities between the 1947 and 1964 Curriculum.

- The analysis results are also provided with critical discussion which considers the historical and social context that influenced the development of both curricula.
4. Data Validity
- To ensure data validity, this research uses source triangulation by comparing data from official documents, literature and interview results. This process helps strengthen the reliability of the findings and conclusions drawn from this research.
 - With this approach, it is hoped that the analysis carried out can provide comprehensive insight into the evolution of the education curriculum in Indonesia, as well as its implications for the development of the education system in the future.

RESULTS AND DISCUSSION

1. Results of 1947 Curriculum Analysis

The 1947 curriculum has characteristics that place great emphasis on character formation and nationalism. The results of the analysis show that this curriculum is designed to create individuals who have a sense of patriotism and social awareness. Some important points from the 1947 Curriculum include:

- **Philosophy and Goals:** This curriculum prioritizes moral values and character education as the main foundation. The main goal is to form a generation that has integrity, social responsibility and love of the nation.
- **Subjects:** This curriculum is relatively simple and consists of basic subjects such as Indonesian, Moral Education, and National History. The emphasis on moral education is a characteristic that differentiates this curriculum from other curricula.
- **Implementation:** Implementation of the 1947 Curriculum was faced with various challenges, such as a lack of educational resources and teacher training. Many schools, especially in remote areas, struggle to implement this curriculum effectively. Nevertheless, this curriculum succeeded in instilling a sense of nationalism among the first generation of Indonesians.

2. Results of the 1964 Curriculum Analysis

The 1964 curriculum, on the other hand, introduced a more systematic and pragmatic approach to education. Some important points from the 1964 Curriculum include:

- **Philosophy and Goals:** Adopt a philosophy Pancawardhana, this curriculum aims to develop five aspects of students: morals, intelligence, skills, emotions and physicality. The emphasis on practical skills and knowledge reflected the urgent national development needs of the time.
- **Subjects:** The subject structure in the 1964 Curriculum is more diverse and includes natural sciences, social sciences and practical skills. It aims to prepare students with relevant knowledge and skills that can be directly applied in the field.
- **Implementation:** Although the 1964 Curriculum was well designed, its implementation also faced challenges. The political changes that occurred in the late 1960s disrupted the stability of education, causing many schools to be unable to fully implement this curriculum. However, this curriculum succeeds in providing a new focus on developing skills that are relevant to economic needs.

3. Comparison and Discussion

From the results of the analysis above, it can be seen that although both curricula have the same goal of improving education in Indonesia, their approach and focus are different.

- **Basic Philosophy:** The 1947 Curriculum focuses more on character formation and moral values, while the 1964 Curriculum places more emphasis on practical skills and the development of knowledge. This difference reflects the changing social and economic context that Indonesia faced in two different periods.

- Structure and Implementation: The simple subject structure of the 1947 Curriculum provides convenience in teaching, but also limits the scope of learning. In contrast, the 1964 Curriculum offered a more comprehensive approach, but its implementation was hampered by the unstable political situation.
- Impact on the Education System: These two curricula make a significant contribution to the Indonesian education system. The 1947 Curriculum succeeded in forming a national identity among the younger generation, while the 1964 Curriculum contributed to preparing the skilled workforce needed for economic development.
- Overall, this analysis shows that curriculum changes in Indonesia are not only influenced by educational needs, but also by changing social, political and economic dynamics. Learning from these two curricula can provide valuable insights for the formulation of future education policies.

CONCLUSION

This research analyzes the 1947 Curriculum and the 1964 Curriculum in the context of the Indonesian education system, revealing fundamental differences in philosophy, structure and implementation.

The 1947 curriculum emphasized the formation of character and moral values as the main priority, reflecting the desire of the newly independent nation to build a national identity. Even though this curriculum is simple, its emphasis on moral education succeeded in instilling a spirit of nationalism among the first generation of Indonesians. However, challenges in implementation, such as a lack of resources and teacher training, hinder its effectiveness.

On the other hand, the 1964 Curriculum brought a more systematic approach with the Pancawardhana philosophy which focused on developing practical skills and knowledge. This curriculum is designed to meet urgent national development needs, with a more diverse subject structure. However, its implementation was disrupted by political instability, which resulted in many schools being unable to implement this curriculum optimally.

From this analysis, it can be concluded that these two curricula have an important role in the development of education in Indonesia. Although their approaches and focuses are different, they both reflect the social and economic dynamics faced by the nation. The lesson that can be drawn from the experience of these two curricula is the importance of adapting the curriculum to the social, political and economic context to achieve better educational goals in the future.

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Hopefully this research can contribute to the development of curriculum and education in Indonesia in the future.

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