

The Historical Dimensions of The Social Studies Education Curriculum In Indonesia

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Abstrak

Kurikulum dalam pendidikan Indonesia selalu mengalami perubahan dari zaman ke zaman dan menjadi terobosan dalam pendidikan. Dimensi historis kurikulum pendidikan IPS spesifiknya mengalami perubahan, tahun 1945 sebagai kurikulum pendidikan nasional yang mengalami perubahan, dan berlanjut pada tahun 1974-1975, 1984-1990, 1994, 2004-2006, dan 2013 sampai sekarang. Dimensi historis kurikulum pendidikan IPS di Indonesia mengalami dinamika yang berjalan ke ranah yang lebih baik. Dimana, keterpaduan IPS sebagai hasil proses dari tataran dinamikanya kurikulum yang terakhir untuk saat ini yakni kurikulum 2013 sebagai penyempurnaan dari kurikulum yang sebelumnya. Artikel ini bertujuan untuk memaparkan dimensi historis kurikulum pendidikan IPS di Indonesia, dijabarkan melalui studi literatur dengan memanfaatkan mesin pencari dalam memperoleh sumber dari ebook dan jurnal. Pembahasan yang akan dibahas pada artikel ini meliputi bagaimana proses dimensi historis kurikulum pendidikan IPS di Indonesia dari zaman ke zaman.

Kata Kunci: Dimensi, Historis, Pendidikan IPS

Abstract

The curriculum in Indonesian education is constantly changing from time to time and is a breakthrough in education. The historical dimensions of the specific social studies education curriculum changed in 1945 as the national education curriculum underwent changes and continued in 1974-1975, 1984-1990, 1994, 2004-2006, and 2013 to now. The historical dimension of Indonesia's social studies education curriculum is experiencing dynamics that are moving into a better realm. The integration of social studies is a result of the process of the dynamic level of the latest curriculum, for now, namely the 2013 curriculum as an improvement from the previous curriculum. This article describes the historical dimensions of Indonesia's social studies education curriculum, described through literature studies using search engines to obtain sources from ebooks and journals. The discussion that will be discussed in this article includes how the process of historical dimensions of the social studies education curriculum in Indonesia from time to time.

Keywords: Dimensions, History, Social Studies Education

Preliminary

Historically, the presence of social studies education was born as a subject in Indonesia related to the development of social studies in developed countries. Theories and ideas from social studies have more or less influenced social studies subjects in their development, namely as a branch of the curriculum system in Indonesia (Yusnita et al., 2021). Therefore, in interpreting social studies education in Indonesia, it is necessary to follow the development of social studies education in other countries which have developed earlier (Sapriya, 2009a). Likewise, seeing from its history, the development of social studies education in Indonesia originated in England, to be precise, in the city of Rugby in 1827 calculations, about half a century from the industrial revolution, namely the 18th century (Gunawan, 2016). Therefore, in concept, social studies education in Indonesia is also more or less influenced by the concept of social studies in America. America itself is considered one of the countries with a short experience and a significant academic reputation in its field (Huriah, 2014). Likewise, social studies education in Indonesia is designed as a development of knowledge, understanding, and generalization abilities to the dynamic situation of the social environment of society. In

Indonesia, social studies subjects have also been conceptualized systematically, comprehensively, and integrated into learning to achieve maturity and success in social life (Jaenudin, 2014)

The development of social studies in America overgrew after creating the National Council for the Social Studies (NCSS) organization. Their task is to guide and expand social studies at the elementary and junior high school education levels related to the social sciences and educational sciences (Sapriya, 2017). In addition, the organization is an active institution in practicing the development of various kinds of significant research related to social studies, the achievements of which affect social studies material and learning, especially at the elementary and junior high school levels (Wiriaatmadja, 2015).

Social studies education can provide considerable support in dealing with social problems because social studies education has a role and function in advancing human resources to gain knowledge about human dignity as social beings, skills to apply this knowledge, and be able to act based on values and norms so that they can be able to live in society. The essence of life is about social interaction that continues throughout life because life is dynamic (Subiyakto & Mutiani, 2019).

Developments in social studies education certainly bring dynamics to the dimensions of the curriculum, which are the primary keys to achieving the development process of social studies education (Syaharuddin et al., 2021). The development of social studies education is always accompanied by curriculum dimensions that have changed over time (Sukmadinata, 2010). Therefore, referring to social studies education as social knowledge education which refers to the organization of curriculum materials, the main goal is to develop student competencies in terms of social and cultural knowledge. The main focus of social studies is the study of human relations in society and the environment (Jaenudin, 2014). Then the changes in the dimensions of the social studies curriculum in Indonesia began, among others: the social studies curriculum 1974-1975, Social Studies curriculum 1984-1990, Social Studies curriculum in 1994, Social Studies curriculum in 2006, Social Studies curriculum in 2013 (Hidayat, 2020).

For the first time, the concept of social studies entered the world of schooling occurred in 1972-1973, namely in the Curriculum of the Pioneer School Development Project (PPSP) IKIP Bandung. The 8-year PPSP Elementary School Curriculum, "Citizenship Education/Social Studies" is an integrated social subject. Accordingly, the curriculum uses the term Citizenship Education, which includes Indonesian History, Indonesian Earth Sciences, and Civics, defined as National Citizenship Knowledge.

In the 1975 Social Studies curriculum, there are four profiles, namely: (1) Pancasila Moral Education replaces Citizenship Education as a unique form of social studies education that accommodates the tradition of citizenship transmission; (2) integrated social studies education for elementary schools; (3) confederated social studies education for junior high schools that put social studies as an umbrella concept that covers the subjects of geography, history, and cooperative economics; and (4) separate social studies education covering history, geography, and economics for senior high school, or history and geography for SPG.

Let's look at the development of social studies education thinking embodied in the curriculum until the 2000s. Social studies education in Indonesia has two concepts of social studies education: first, social studies education, which is taught in the citizenship transmission

tradition in the form of Pancasila and Citizenship and History Education subjects. National; second, social studies education taught in the social science tradition in social studies education is separate from high school, integrated into junior high school and elementary school.

Judging from the development of thought that has developed in Indonesia to date, social studies education is divided into two directions, namely: First, PIPS for the world of schooling, which is a simplification of the social sciences, and the humanities, which is organized psycho-pedagogically for school education; Second, PDIPS for social studies teacher education colleges is a scientific and meta-psycho-pedagogical selection and organization of social sciences, humanities, and other relevant disciplines, for educational purposes.

From a historical point of view, the dimension of the social studies education curriculum in its phenomenon in Indonesia is often the focus of the social sciences because social studies education has a unique characteristic, namely an integrated nature. The presence of Social Sciences contributes a lot to education in Indonesia because Social Sciences is an integrated science that contains various kinds of knowledge. Currently, Indonesian Social Science Education has been faced with strengthening the theoretical and philosophical foundation with the primary goal of developing a social studies curriculum. Following the development of the socio-cultural system and Indonesian society (Abbas, 2018).

In its historical dimension, the social studies education curriculum leads to dynamics at the level of learning in the world of education in Indonesia; there is no doubt that social studies education is an integrated scientific discipline that makes social studies different from other social education. The basic concept of social studies education now emphasizes character and competency education. In the development of character education, it is the integrity for the sustainability of the Indonesian nation in the future, from the need for good curriculum planning following the method of learning effectiveness processes, because character education is a collaborative effort of schools, teachers, subjects that are not separated from school culture (Afandi, 2011).

Based on these problems, the historical dimension of the social studies education curriculum in Indonesia, in its development, has experienced dynamics that follow the trends of the times and has gone beyond the upheavals that have made the social studies education curriculum better, so the purpose of this article is to describe how the historical dimensions of the curriculum social studies education in Indonesia. As a form of appreciation in the historical process of Indonesia's social studies education curriculum. This article describes the historical dimensions of Indonesia's social studies education curriculum, described through literature studies using search engines to obtain sources from ebooks and journals.

Method

Articles are written using a qualitative approach, namely collecting and analyzing various literature studies, sources obtained from journals, books, and various relevant references (Moleong, 2018). First, the literature of books is read to get theories from experts, which are explained in terms of whether the theory is following the field. Then, as described in the paper, research data analysis was carried out. Next, the discussion is taken from the theory of experts through books and research journals for comparison material, and then conclusions are drawn. Article writing is descriptive and detailed as a structured

narrative(M.Hum, n.d.). The literature that will be implied aims to construct the author's thoughts properly.

As a material for discourse and a source of rationale and comparison in facilitating the research process on the Historical Dimensions of the Social Sciences Education Curriculum in Indonesia, several kinds of literature are used as references. Among them is the literature entitled Social Studies Education "Philosophy, Concepts and Applications" written by Rudy Gunawan, which explains the history of the development of social science education in the education curriculum in Indonesia. Then the following literature that becomes a reference in writing this article is entitled Social Studies Education "Concepts and Learning"(Sapriya, 2009a). The literature suggests the development of social studies in other countries in general and the development of social studies education in the education system in Indonesia in particular.

Results dnd Discussion

The broad social studies education dimensions include several critical dimensions, namely the dimensions of knowledge, skills, values , attitudes, and action (Sapriya, 2009b)Social Studies embryos were born at the Civic Education seminar located in Tawangmangu Solo in 1972. Based on this report, three sub-subjects are used alternately, namely Social Science, Social Studies, and Social Sciences, and formal terms used in the national education system in the 1975 curriculum. Usually, the curriculum in the order of courses in faculties and majors of study programs linked to PIPS must adapt to globalization. However, the topics on global issues should not go beyond the discussions contained in the curriculum because the social studies cover social phenomena, and the approach used is cross-disciplinary in social sciences, namely the humanities or interdisciplinary (Sholeh, 2019). From that, it leads to the challenges of the curriculum era in education, which impacts the strength of the innovations carried out (Mutiani et al., 2021).

Innovations in the curriculum must impact the development of the curriculum itself because the curriculum is an instrument to achieve the goals of approved learning education. Although the curriculum is not the ultimate goal, it is in line with the development of the community environment and cultural values and the development of students. Therefore, the curriculum also experiences dynamics (Maryati, 2020).The curriculum is a comprehensive program, accommodation, and activities of educational or training institutions to achieve the institution's vision and mission (Bahri, 2017)

The curriculum as a system includes curriculum elements, namely the curriculum as a path, level, type of education, management, and the like. In addition, the curriculum in the form of a plan is a curriculum dimension commonly used by curriculum organizers, such as educators, school principals, supervisors, and the community. The point is that this curriculum is written or a document that will guide curriculum organizers in learning (Rodiyana & Puspitasari, 2020)

The Historical Dimension of the Soci al Sciences Education curriculum in Indonesia is a discourse on the influence of the development of the world of education. The means to obtain innovations in the social studies education curriculum need to be obtained. Therefore the historical dimension plays a role as the motor of the research. The term curriculum is believed to be a concept of subjects studied by students at the level of education; to put it simply, the

statement is not all wrong . But this understanding pattern needs to be deepened because the curriculum should not only revolve around subjects. In-Law number 20 of 2003, article 1 paragraph (19) states that: "curriculum is a set of plans and arrangements regarding the objectives, content(Sapriya, 2009a).

The social studies education curriculum in Indonesia, in its historical dimension, has a background where when the social studies field of study was included in the school curriculum in Indonesia, it was different from social studies in the UK and the United States. The entry of PIPS in Indonesia cannot be separated from complicated conditions, including in the field of education, due to the impact of the G30S/PKI rebellion, which was finally overcome by the presence of the New Order government (Endayani, 2018) The historical dimension of this phenomenon has a significant impact on the world of education in Indonesia (Mardhiah et al., 2021).

Social Studies in the Indonesian education system cannot be separated from the curriculum system implemented in Indonesia. Several experts also stated that Indonesian formal educational institutions' embryonic social studies education curricula were included in the 1947 curriculum, the 1952-centered curriculum, 1964, and the 1968 curriculum (Sapriya, 2017). Social Studies has the primary responsibility to support students in increasing the knowledge, skills, and values needed to participate in community life locally, nationally, and globally (Mutiani, 2017).

Social Sciences is one of the names of the subjects given at the elementary and junior high school levels. Social Studies subjects are integrated subjects from social science disciplines, namely History, Geography, Economics, and other social sciences, and Social Sciences are designed from the reality of social phenomenon (Tawadlu'un, 2014) .Several experts have stated that Indonesian schools' embryonic social studies curriculum is contained in the 1947 curriculum. The curriculum focused on subjects was described in 1952, the 1964 and 1968 curriculum, the 1975 and 1984 curricula, and the 1994 curriculum. It has become a separate subject at the primary and secondary levels and adapted to the characteristics of the needs of students (Miftahuddin, 2016)

The historical dimension in the dynamics of social studies education in Indonesia, according to (Hidayat, 2020), the social studies education curriculum began in 1974-1975, 1984-1990, 1994, 2004-2006, and 2013, which are still used today. In those years, Indonesia's social studies education curriculum went through phases that increasingly matured the social studies education curriculum. From that basis, social studies in Indonesia was born for the first time since the curriculum in 1975. Therefore, the historical dimensions of renewal in the PIPS curriculum in Indonesia are as follows:

Social Studies Education Curriculum 1974-1975: the 1974 curriculum applies to secondary schools, which includes social science disciplines, namely Geography, History, and Economics, which are the main scientific disciplines, and other social science disciplines, namely Sociology, Politics, Anthropology, acting as subjects side (Hasan, 1996). Thus the 1974 curriculum is a refinement of the 1975 curriculum. In line with this, according to Winataputra (Sapriya, 2017), the 1975 PIPS curriculum has four profiles, including (1) Pancasila Moral Education was transferred to PKn (Citizenship Education) State); in another sense, PIPS is specifically based on the tradition of citizenship transmission, (2) for Elementary School Social Studies is integrated. Social Studies Education Curriculum 1984-1990: The Social Sciences

curriculum in 1984 was a form of refinement from the previous curriculum. The 1984 curriculum mentions PIPS as a subject, namely at the Elementary and Middle School levels (Gunawan, 2016). While the high school level social studies subjects have stood alone. The Social Sciences curriculum in the 1990s, in its material, covers the social environment, namely Geography, Economics, Politics, and material in the scope of history includes local history and national history (Sapriya, 2017).

The Social Sciences Education Curriculum in 1994: underwent a significant change because it happened because of the enactment of Law No. 2, which discussed the National Education System. The law's implementation presents a study of curricular changes to the subjects of Pancasila Moral Education as Pancasila and Citizenship Education (Sapriya, 2009a). From this opinion, it can be drawn a general picture that the 1994 PIPS curriculum was designed differently from elementary to high school levels. However, the subject matter content remains, where the approach is integrated at the elementary and junior high school levels even though there is still a separation of material. At the high school level, separate subjects are still applied.

Social Studies Education Curriculum 2004-2006: In Social Studies Education Curriculum 2004, the government changed the Competency-Based Curriculum (KBK) curriculum (Jumriani, Syaharuddin, et al., 2021). The curriculum lasted for two years and was again reviewed so that the 2006 Social Studies curriculum was known as the Education Unit Level Curriculum (KTSP). In addition, the presence of the curriculum was strengthened by the passing of the 2003 National Education System Law number 20 (Hidayat, 2020). However, this curriculum is no longer enforced due to the emergence of the 2013 curriculum, which acts as an improvement from the previous curricula.

"IPS first entered the school curriculum, namely in Rughby (UK), in 1827. IPS in the United States or known as social studies was first entered into the school curriculum in the state of Wisconsin in 1892. Whereas in Indonesia, IPS was formally entered into national education standards in 1975 in the curriculum 1975 (Sapriya, 2009b). Background of the birth of IPS in each country is certainly different, because the situation and conditions in the country are also different (Jumriani, Rahayu, et al., 2021). These differences will certainly have implications for the objectives and material taught in each country (Endayani, 2018). Social Studies Education Curriculum 2013: Social Studies subjects have enjoyed integration in the matrix, especially in elementary and junior high schools the lessons are more integrated. In using an integrated approach model, which is a model in combining themes and cores that contain piles of the social sciences in science (Depdiknas, 2011).

The 2013 curriculum focuses based on character and competency education. Still, it is also realized that character education does not only form a necessity from one party but refers to the responsibilities of all education providers. Therefore, improvement in any form in the realm of preparation in evaluating learning in which it utilizes all learning facilities that must be assessed for aspects of character analysis and competencies to be realized. Both in the form of an actual curriculum and a hidden curriculum, in which it aims to shape character. The 2013 curriculum is based on standard, graduate, core, and essential competencies (Mutiani et al., 2020).

Therefore, it can be concluded that the historical dimension of the social studies education curriculum in Indonesia is experiencing a dynamic that is moving towards a better

realm. The integration of social studies is a result of the process of the dynamic level of the latest curriculum, for now, namely the 2013 curriculum as an improvement from the previous curriculum.

Conclusion

The historical dimension of Indonesia's social studies education curriculum should experience dynamics, which can be seen from the years of the social studies curriculum in Indonesia. The curriculum influences Indonesia's social studies education curriculum in several developed countries, including the UK and the United States. The phenomenon can be seen from the historical dimension; the Social Sciences Education curriculum, at first, was a confederated social science discipline until it turned into an integrated one in the following year. In addition, the social studies education curriculum's dimensions in Indonesia's phenomenon are often in the spotlight of the social sciences because social studies education has a unique nature, namely an integrated nature. The presence of Social Sciences has contributed a lot to the world of education in Indonesia because Social Sciences is an integrated science containing various kinds of knowledge.

Furthermore, social studies education includes the cultivation of character and competency education; this makes the social studies education a valuable curriculum in the life order of the educational environment and society because it can provide social education that is useful in the implementation of daily life. In essence, the historical dimension of the social studies education curriculum is dynamic and innovative. This makes social studies education a valuable curriculum in the life of the educational environment and society because it can provide social education that is useful in daily life. In essence, the historical dimension of the social studies education curriculum is dynamic and innovative. This makes social studies education a valuable curriculum in the life of the educational environment and society because it can provide social education that is useful in daily life. In essence, the historical dimension of the social studies education curriculum is dynamic and innovative.

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