

HISTORICAL EVOLUTION OF INDONESIA'S HIGHER EDUCATION CURRICULUM POLICY OBJECTIVE SINCE 1968

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Abstract

The higher education curriculum in Indonesia has undergone several changes with different curriculum policy objective. The changes in the policy objectives of the higher education curriculum since 1968 were divided into three stages; ①Curriculum 1968 (Orde baru); ②Curriculum 1994 (Menjelang akhir orde baru); ③Curriculum 2000 (Pasca reformasi). This study used historical method to formulate evolution logic results. The results indicated that the policy objectives of the higher education curriculum implemented in 1968 (Orde baru) were guided by strengthening the character of Indonesian students. The higher education curriculum policy at that time was faced with the problem of inadequate indoctrination of the nation's ideological values. The policy objectives of the higher education curriculum implemented in 1994 (Menjelang akhir orde baru) were guided by the mastery of science. It is based on the importance of science and technology. The policy objectives of the higher education curriculum implemented in 2000 (Pasca reformasi) focused on student competencies. It is based on global competition and the demands of college graduate users. In conclusion, ①The higher education curriculum policies must be rooted in the national conditions of the country; ②The need for sustainable scientific development; ③ The realization of the developing students' competencies.

Keyword :

Curriculum policy objectives, Higher education policy, Evolution logic

1. INTRODUCTION

The progress of higher education graduates in Indonesia is inseparable from the continuous improvement of the quality of learning through curriculum renewal. Higher education curriculum policies in Indonesia are not static, and continue to evolve with the times. Due to the dynamic nature of the higher education curriculum, understanding the past curriculum policy developments is important for future educational curriculum policies implemented in Indonesia higher education. The author believed that the Indonesian higher education curriculum policy has a goal to be achieved. As Hu Dongfang (胡东芳, 2001) said, "Curriculum policy has clear continuity, serves the purpose of the curriculum, and no curriculum

policy is without goals. Of course, without policy, educational goals cannot be achieved." According to Hu Dongfang (胡东芳) that curriculum policy has clear goals. It can be said that every time the curriculum policy changes, there will be new goals to be achieved. Therefore, the author thought that the higher education curriculum that has been implemented in Indonesia has a goal for each period.

The proclamation of independence of the Republic of Indonesia in 1945 brought changes to the world of education in Indonesia, one of which was the evolution of higher education curriculum policies. Entering 1968, the President of the Republic of Indonesia (President Soeharto) as the new president in power made many changes about

running a country and even the atmosphere of education in Indonesia also experienced changes. In short, each elected leader has their own way of advancing education. The author took the initiative to deepen research on the evolutionary history of the policy objectives of the Indonesian higher education curriculum because previous research has focused more on the factors that influence curriculum change. The main focus of this research is the higher education curriculum in 1968 (the New Order/orde lama), the 1994 higher education curriculum (Towards the end of the new order), the higher education curriculum in 2000 (Post-reform/pasca reformasi).

2. LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

The development of the world which is increasingly showing progress is accompanied by technological sophistication and the development of science. These developments should be balanced with the readiness of human resources to be able to keep up with the times. According to Nuraida (2010) in a study entitled "*Perlunya Reformasi Pendidikan, Pembelajaran, dan Teknologi di Era Pengetahuan*". Nuraida explained that the need for reform of education, learning, and technology in the era of knowledge, stated that education reform is needed as a demand for quality human resources, therefore educational development includes aspects of objectives, learning processes, and strategies. The results of this study indicated that reforms in the field of education are needed to meet the needs of students in the future and to hone their abilities.

Wahyuni (2015) in his research entitled "*Kurikulum Dari Masa Ke Masa (Telaah Atas Pentahapan Kurikulum Pendidikan di Indonesia)*" explained that Indonesia has two curriculum periods, namely the period before independence and the period after independence. The curriculum change occurred starting from independence in 1945, then 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and which was still in the stage of refinement was the 2013 curriculum. Wahyuni did not specifically discuss the development of the Indonesian higher education curriculum. The author thought that it is necessary to discuss the development of the Indonesian higher education curriculum and specifically highlight the policy objectives of the Indonesian higher education curriculum. This is as explained by previous research by Nuraida (2010) that the development of the education curriculum underwent reform for various reasons behind it. To find the policy objectives of the Indonesian higher education curriculum, the author divided the Indonesian higher education curriculum into three steps,

namely the 1968 curriculum (new order/orde baru), 1994 curriculum (end of the new order), and 2000 curriculum (post-reform/pasca reformasi).

Based on the literature review above, it can be found the points of similarities and differences with the research that the author examined. The similarity is that they both discussed the curriculum, the difference lies in the specific aspects discussed, while the research that the author examined is finding the goals of higher education curriculum policies since 1968, started from outlining in detail the reasons that affect curriculum policy changes of higher education, as well as the higher education curriculum policy objectives, and the implementation of curriculum policy objectives. Based on the context that the author intends to do, the previous research will be additional information in terms of finding higher education curriculum policies to logically conclude the goals of higher education curriculum policies.

3. RESEARCH METHOD

In this study, the author used a historical approach to analyze the topics discussed. The historical method is used to examine and critically analyzed past events. The historical method is generally divided into four stages of research (Herlina, 2020), namely: ① Heuristics, namely the stage of finding and collecting sources, information, and traces of the past; ② Source criticism, source criticism is a method of identifying (proving the authenticity of relevant historical materials) and the credibility of historical materials. In addition, there are two types of confirmation, namely the external criticism and the internal criticism. The external criticism (authenticity), that is the accuracy of the source of criticism and its authenticity, such as historical sources, aspects of the study of time, sources of materials and their authenticity. The internal criticism, that is criticism of the credibility of the source, ie researchers need to check the source content of the material and in writing; ③ Interpretation, the researcher's interpretation of the meaning of facts must be based on an objective attitude. The interpretation of historical facts is obtained through archives, books relevant to the discussion, and the results of direct research in the field. History must then be presented descriptively, reconstructed to produce real history; ④ The last stage is the writing activity to interpret historical facts, the stage of communicating the results of the reconstruction based on historical traces. In other words, as a stage of writing activity, the interpretation of historical facts is the result.

4. THE OVERVIEW OF THE DEVELOPMENT OF HIGHER EDUCATION IN INDONESIA SINCE 1945-1965 (OLD ORDER/ORDE LAMA)

(1) Independence Period (1945-1950)

Indonesia achieved independence in 1945 after Japan lost the war against the allies and surrendered unconditionally on August 15, 1945, this opened an opportunity for the fighters of the homeland to proclaim Indonesian independence two days later on August 17, 1945. After Indonesia proclaimed independence, immediately the Investigative Agency for Preparatory Work for Indonesian Independence (BPUPKI), which was formed on March 1, 1945, compiled the Pancasila ideology as the ideology of the Indonesian nation which was rooted in the civilization of the Indonesian nation. On June 1, 1945, the first president of the Republic of Indonesia (President Soekarno) gave his first speech on the ideology of Pancasila, which contained: ① Belief in the one and only God; ② A just and civilized humanity; ③ Unity of Indonesia; ④ Democracy, led by the wisdom of the representatives of the people; ⑤ Social justice for all Indonesian people. With the designation of Pancasila as the nation's ideology by BPUPKI and has been conveyed directly by President Soekarno, the Indonesian people legally adhere to the Pancasila ideology. Furthermore, BPUPKI formulated the constitution of the Republic of Indonesia on July 10, 1945 as the highest legal source of the Indonesian nation and came into force on August 18, 1945. The 1945 Constitution of the Republic of Indonesia is the embodiment of the Pancasila ideology and has the highest legal authority in the government of the Indonesian state, this has an impact on all regulations made in Indonesia could not contra with the 1945 Constitution of the Republic of Indonesia, including all state institutions in Indonesia that must be subject to the 1945 Constitution of the Republic of Indonesia.

Higher education in Indonesia is an educational institution regulated by law in the sense that every activity on campus is prohibited from violating the values of the law and the values of the nation. This can be seen from higher education in Indonesia during the independence period (1945-1950) which was compiled based on the philosophy of the Indonesian nation. To follow up on higher education in Indonesia, the minister of education at that time formed a committee to formulate teaching problems on December 27, 1945, the committee formed by the minister of education was the committee of investigators for teaching the republic of Indonesia with 52 members to review teaching problems from kindergartens to college. The investigative committee submitted the results to the government that the results found were: ① Teaching staff; ② Individual understanding; ③ Sending students

abroad; ④ Teaching and vocational fields; ⑤ Funding problems. Furthermore, from April 25 to May 1, 1947, a university conference was held in Yogyakarta and resulted in a conclusion, namely that one of the obstacles to the progress of higher education in the form of higher education is not under the auspices of the ministry of education and culture. The government recommends that universities are under the same auspices.

Based on the description above, the education in Indonesia higher education after Indonesia's independence from 1945-1950 is still in the form of formulating a new education system in Indonesia and there were still many universities not under the auspices of the same ministry.

(2) Liberal Democracy (1950-1959)

Liberal democracy in Indonesia emerged after President Soekarno issued a provisional constitution 1950 (UUDS 1950) on the grounds that the 1945 Constitution could not be fully implemented in the period 1945-1950 because Indonesia was busy defending independence from the Dutch who wanted to re-colonize Indonesia. As explained by Army, Melay, Saiman (2016) that "In 1950 to 1959, Indonesia used the 1950 Provisional Constitution as the basis of its state". The 1950 Constitution began to be implemented on August 17, 1950 until the release of a presidential decree on July 5 1959. With the presence of the 1950 Constitution, the constitutional concept of Indonesia turned into a liberal democracy as written in 1950 (the law of the United Republic of Indonesia) Article 23 paragraph 1 that "Every citizen has the right to participate in the government directly or through representatives who are freely chosen according to the method determined by law (*Setiap warga-negara berhak turut serta dalam pemerintahan dengan langsung atau dengan perantaraan wakil-wakil yang dipilih dengan bebas menurut cara yang ditentukan oleh undang-undang*) ". The liberal democracy brought by the Indonesian government has gradually abandoned the concept of Pancasila ideology.

Universities in the liberal democracy period experienced an increase, such as on February 2, 1950, the government merged the Center for Higher Education of the Republic of Indonesia with Universiteit Van Indonesia, inherited from the Netherlands, to become the University of Indonesia. This progress in the field of education only occurred in 1950, because in previous years there was very little progress, this is in line with what was described by Suradi, Safwan, & Latuconsina (2017) which reads "Dr. Bahder Djohan (Minister of Education and Culture in 1951) said that education at that time (Before 1950) was still very lack of both school buildings, teacher

conditions, and learning facilities. The explanation above described that during liberal democracy in Indonesia it was able to increase the quantity of school buildings but in terms of quality it was less favorable for Indonesian culture, this is described by Suradi, Safwan, Latuconsina (2017) that by embracing liberalism created the values contained in Pancasila. However, the liberal democracy of 1950 did not last long because in 1959 the constitutional concept of liberal democracy in Indonesia collapsed, it was marked by many riots between political parties, the weak democratic culture of the Indonesian to practice western-style democracy, as well as regional rebellions against the government. center.

(3) Guided Democracy (1959-1965)

Guided democracy in Indonesia was started in 1959-1965 by President Soekarno. Guided democracy lead to the concentration of power in one hand, so that all regions in Indonesia must follow directions from the central government. The centralized power of the central government makes this era an era of centralized government.

Learning in the educational environment in this era has also changed because education is based on the concept of Pancasila ideology which is reflected in the Political Manifesto / 1945 Constitution (MANIPOL/USDEK), this was conveyed by Arka & Wikrama (2021) whose contents "MANIPOL/USDEK is a form of President Soekarno's responsibility for the decision issued on 5 July 1959 and the essence of the president's responsibility are: ① The 1945 Constitution; ② Indonesian Socialism; ③ Guided Democracy; ④ Guided Economy; ⑤ Indonesian National Personality. MANIPOL/USDEK is a Political Manifesto brought by President Soekarno to lead Indonesia back to the 1945 constitution. Then at the suggestion of the Temporary Supreme Advisory Council (Dewan Pertimbangan Agung Sementara/DPAS) the political manifesto was used as the Outline of State Policy (Garis Besar Haluan Negara/GBHN). The political manifesto during the guided democracy period became the new direction of the Indonesian nation in achieving the ideals of the Indonesian nation after the collapse of liberal democracy. This was confirmed in 1965 (Temporary People's Consultative Assembly of the Republic of Indonesia Number VIII concerning the Principles of Deliberation for Consensus in Guided Democracy as a Guide for Consultative/Representative Institutions) Chapter II number 3 concerning the goals of guided democracy, namely "Guided Democracy is a tool to carry out the mandate of the suffering of the people and the goals of the Indonesian national revolution, to create a just and prosperous society,

an Indonesian socialist society based on Pancasila, a society without exploitation of humans by man". Furthermore, to follow up on the goals of guided democracy through higher education, the Indonesian government instructs that every state university and private university is obliged to provide Pancasila lessons, political manifestos, and religion (specifically for religious subjects with the understanding that if a student raises an objection then the student has the right not to follow).

Based on the description above, the concept of guided democracy brought by President Soekarno at that time brought changes to the pattern of education in universities where universities in this era began to apply Pancasila values but were reflected in the form of socialism.

5. 1968 (NEW ORDER/ORDE BARU): THE PURPOSE OF HIGHER EDUCATION CURRICULUM POLICY GUIDED BY STRENGTHENING THE NATIONS'S IDEOLOGY

(1) Historical background of higher education curriculum policy reform

President Soeharto took office as president-elect in 1968, during his tenure as president there was progress in the field of education by improving the quality of education, including higher education. To support improvement in the field of education, in 1966 [Temporary People's Consultative Assembly Number XVII concerning Religion, Education and Culture concerning Religion, Education, Culture] Chapter II Article 6 stated that the University is given the widest possible scientific freedom without deviating from the ideology of Pancasila and the Constitution of the Republic of Indonesia. With this policy, the government hopes that the younger generation could develop a strong Indonesian character by applying the values of the Pancasila ideology.

The history of Pancasila ideology began in 1945 when Indonesia proclaimed independence on August 17, 1945, the Investigation Agency for Preparatory Work for Indonesian Independence (Badan Penyelidik Usaha-Usaha Persiapan Kemerdekaan Indonesia /BPUPKI) which was established on March 1, 1945 immediately drafted the Pancasila ideology as the ideology of the Indonesian nation. On June 1, 1945, the first president of the Republic of Indonesia (President Soekarno) delivered his first speech on the idea of Pancasila ideology, which included: ① Belief in the one and only God; ② A just and civilized humanity; ③ Unity of Indonesia; ④ Democracy, led by the wisdom of the representatives of the people; ⑤ Social justice for all Indonesian people. Legally, the Indonesian people adhered to the

Pancasila ideology in state life. President Soeharto strengthened the idea of Pancasila ideology to the realm of education during his leadership because the previous government in the era of President Soekarno was considered not to have implemented the values of Pancasila ideology in a pure way, as explained by Suradi, Safwan, Latuconsina (1968) "that as long as President Soekarno led from From 1950 to 1959, from a quantitative point of view in the field of education, much progress was made, but from a qualitative point of view, especially in terms of content, it was said to have deviated from the Revolution. They embraced liberalism, so the ideals of the Revolution which wanted to lead to a just society based on Pancasila began to blur". From 1959 to 1966 the Pancasila position was applied as the ideal basis for national education, and it could only be interpreted by MANIPOL/USDEK. Thus, teaching Pancasila in the campus environment is considered necessary because students as the nation's generation need to have a strong character.

Apart from the government's desire to strengthen the Pancasila ideology, it was also due to the 1966 [Temporary People's Consultative Assembly Number XVII on Religion, Education, and Culture] Chapter III article 13, namely, "national culture must be the source and foundation of teaching in schools and universities". National culture referred to here is all cultures that exist within the territory of the Republic of Indonesia. Preservation of the nation's cultural values was also part of the presence of higher education curriculum policies in 1968, one of which was the Indonesian nation's belief in divinity, explained in 1966 [Temporary People's Consultative Assembly Number XVII on Religion, Education and Culture] Chapter III article 14 that "To ensure the implementation of the Pancasila National Culture, the government should be more firm in preventing cultures that conflict with the National personality/religious elements." If in the previous presidential leadership era implemented Pancasila education which was realized into socialism, contras with 1968 the government tried to absolutely implement the Pancasila without any mixing of other ideologies.

(2) Determination of Policy Objectives for Indonesian Higher Education Curriculum

1. Formulation of Higher Education Curriculum Policy

The higher education curriculum policies developed during the leadership of President Soeharto were raised from cultural issues, as stated by Suradi, Safwan, Latuconsina (1968): "The New Order which is an order of all life of the people, nation and state, wants to realign the purity of the

implementation of Pancasila and the 1945 Constitution. Since the emergence of the New Order, new ideas have emerged regarding the renewal of education and culture". This is in line with the birth of a new decision to implement the values of Pancasila and the 1945 Constitution in a pure and consistent manner. In 1966 the [Consultative Assembly] Provisional People Number XVII concerning Religion, Education, and Culture] Chapter III article 13 "National culture must be the source and foundation of education and teaching in schools and universities." According to the decree, universities are one of the many institutions that are obliged to implement learning without violating the nation's culture, Therefore, foreign culture that enters Indonesia must be monitored so as not to damage the culture of the Indonesian nation. Therefore, the government at that time was very firm against foreign cultures as written in 1966 [Temporary People's Consultative Assembly Number XVII on Religion, Education, and Culture] Chapter III Article 14, namely "To ensure the implementation of Pancasila, the government must be more firm in preventing culture that is contrary to the personality of the nation and religion".

In addition to regulate the foundation of education in higher education, the Indonesian government has also implemented policies regarding the content of higher education learning, as stated by Saadilah [2020], "According to 1966 [Temporary People's Consultative Assembly Number XVII on Religion, Education, Culture] Chapter II article 6 "The purpose of education is to form true human beings from Pancasila in accordance with the provisions required by the preamble and the contents of the 1945 Constitution". Based on article 6, it is clear that education in Indonesian higher education must have character in accordance with Pancasila values, its implementation in the form of establishing general compulsory subjects such as religious education and Pancasila education.

In conclusion, learning in higher education in Indonesia is based on the spirit of Pancasila values which emphasized the development of Indonesian human character. The purpose of education as stated in 1966 [Temporary People's Consultative Assembly of the Republic of Indonesia Number XVII concerning Religion, Education, Culture] is to produce human beings in accordance with the principles of Pancasila.

2. Objectives of Higher Education Curriculum Policy

The important meaning of Pancasila as the ideology of the nation is that all views of the life of the nation and state are based on the values of

Pancasila which are embodied in social life. The status of Pancasila as the nation's ideology allowed Pancasila to play a role in regulating all aspects of community life and education in higher education, this statement is confirmed by the provisions of 1966 [Temporary People's Consultative Assembly of the Republic of Indonesia Number XVII on Religion, Education and Culture] Chapter II Article 6, namely "So that in higher education institutions are given the widest possible freedom of pulpit/scientific freedom which does not deviate from the 1945 Constitution and the State philosophy of Pancasila". The policies formulated by the Provisional People's Consultative Assembly led the new government to organize Indonesian education in order to strengthen the spirit of Pancasila. The spirit of Pancasila which was revived in 1968 guides Indonesian students to deepen their character by studying Pancasila values on campus.

The character of students formed by Pancasila values is manifested in three elements which are constructed in the form of religion, education, and culture. These three elements formed an absolute element of the character of Indonesian students in accordance with the 1966 provisions [Temporary People's Consultative Assembly Number 17 concerning Religion, Education, and Culture]. In addition, the formulation of national education goals also regulated curriculum developers to develop learning guidelines for universities that could not be separated from Pancasila values, such as the existence of compulsory general courses, namely religious subjects, and Pancasila subjects.

Based on the discussion above, the higher education curriculum policy implemented in 1968 aimed to strengthen the character of Indonesian students based on Pancasila values. The strengthening of student character based on Pancasila values was due to the leadership in the old order/*orde lama* (under President Soekarno) having applied liberal democratic values and socialist values. Besides that, religious education at that time could also be abandoned if students did not want to join. The author concluded that the policy objective of the 1968 Higher Education Curriculum is to strengthen the character of Indonesian students in accordance with the values of the Pancasila ideology. The author's statement was corroborated by the 1966 regulation [Temporary People's Consultative Assembly Number XVII Concerning Religion, Education, Culture] Chapter III Article 13 and Article 14. Article 13 contained that "National Culture must be the source and foundation for education and teaching in schools /College". Then Article 14

stated "To ensure the implementation of the Pancasila National Culture, the government should be more assertive by preventing cultures that conflict with national personality/religious elements".

6. 1994 (TOWARDS THE END OF THE NEW ORDER/ORDE BARU): THE OBJECTIVES OF HIGHER EDUCATION CURRICULUM POLICY ORIENTED TO MASTERY OF SCIENCE

(1) Historical background of higher education curriculum policy reform

The development of science and technology has brought major changes to education in Indonesian higher education. Knowing the situation of the increasingly progressive development of science, the Indonesian government began to take the initiative to formulate the latest higher education curriculum policies. This is in line with the 1994 [Ministry of Education and Culture of the Republic of Indonesia No. 056 concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes] which emphasized that the higher education curriculum must focus on mastering science and technology. Therefore, it is called a content-based curriculum [Santoso, 2014]. To achieve the policy objectives of the higher education curriculum, the government began to change the concept of old learning into the latest learning.

In addition to the reasons for the development of science and technology, there is also the reason for the mandate of the 1945 constitution. Anggara (2017) stated that "the mandate of the 1945 Constitution of the Republic of Indonesia is that the Indonesian government educates the nation's life". Based on the description above, it becomes the starting point for the Indonesian government to change the policy objectives of the higher education curriculum in Indonesia. The 1994 higher education curriculum was the year in which the Indonesian government reformed the curriculum content. This year's higher education curriculum has a legal basis as contained in 1994 [Ministry of Education and Culture of the Republic of Indonesia Number 056 concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes]. The higher education curriculum in this era has a group of curriculum subjects that are applied to study programs, the curriculum is in the form of a core curriculum and a local curriculum. The core curriculum is a group of study materials and lessons that must be included in a study program formulated in a nationally applicable

curriculum. While the local curriculum is a number of study materials determined by each university.

In short, the existence of a higher education curriculum is inseparable from the reasons for the development of science and technology. Therefore, the development of science and technology must be adapted to the form of the higher education curriculum, the goal is that higher education has learning guidelines for students. To that end, the Indonesian government has made several innovations in providing the best education for Indonesian students, one of which is the formulation of the latest educational curriculum policies and new directions to be achieved.

(2) Determination of policy objectives for higher education programs

1. Formulation of Higher Education Curriculum Policy

Fuad Hassan served as Minister of Education and Culture under President Soeharto from 1985 to 1993. During his tenure as Minister of Education, Minister Fuad Hassan formulated many educational policies, one of the best works of Minister Fuad Hassan while leading education in Indonesia was designing a new curriculum. The new curriculum design in 1994 was a substantial revision of the previous curriculum. The government has formulated a higher education curriculum policy in 1994 to equip students with the latest learning concepts and higher education curriculum policies. However, before Minister Fuad Hassan announced the policy of higher education curriculum in 1994, Minister Fuad Hassan ended his term in 1993 and the Minister of Education and Culture was replaced by Wardiman Djojonegoro, in line with the statement of Effendy & Farid (2018) said "Minister Wardiman Djojonegoro was appointed Minister of Education and Culture by President Soeharto in 1993". Therefore, the higher education curriculum was announced and determined under the leadership of the Minister of Education and Culture Wardiman Djojonegoro. As the new Minister of Education and Culture, Minister Wardiman Djojonegoro understood that educational problems need to be resolved through the new higher education curriculum policy.

In addition to the 1994 Higher Education Curriculum Policy, then came the 1999 [Government Regulation of the Republic of Indonesia Number 61 concerning Establishment of Legal Entity Universities] article 3A, that the purpose of higher education is to prepare students to become members of the community who have academic abilities and/or enrich the treasures of science, technology and/or art; Furthermore, Article 3B stated "developing and disseminating

science, technology and/or art and seeking its use to improve people's living standards and enrich national culture". The policy informed that referring to this year's curriculum is an effort by the Indonesian government to shape students to follow existing changes, one of which is scientific progress, which is also in line with the goal of establishing universities to develop Indonesian students with educational, scientific and technological capabilities. In general, the development of science and technology that is in line with national conditions needs to be updated, and this update is to improve the implementation of education in order to educate the nation's life.

2. Objectives of Higher Education Curriculum Policy

The 1994 Higher Education Curriculum Policy was aimed at mastering science and its application, as stated by Kunaefi (2008), "The curriculum is stipulated in the Decree of the Minister of Education and Culture Number 56/U/1994 concerning mastering science and its application (content-based)". The objectives of the curriculum policy implemented since 1994 are in line with 1999 [Government Regulation of the Republic of Indonesia Number 60 concerning Higher Education] Paragraph 1A Article 2 "To train students to become members of the community who have academic insight and professional abilities, apply, develop and enrich all science, technology and art". Then it was reaffirmed in paragraph 1B "Developing and disseminating science, technology, and art and trying to use them to improve people's living standards and enrich the nation's culture". The policy of higher education curriculum that is science-oriented and its response to the goals of higher education is to keep up with the times, because the development of science continues to produce new discoveries.

The Minister of Education and Culture of the Republic of Indonesia stipulated guidelines for the preparation of higher education curricula and assessment of student learning outcomes of 056/U/1994. The guidelines contained teaching materials, study load and period, as well as an assessment of student learning outcomes. The policy targets of the 1994 higher education curriculum have been reflected in the teaching materials in the form of the core curriculum. The core curriculum has priority in achieving the policy objectives of the Higher Education Curriculum because the Core Curriculum is part of the Higher Education Curriculum which applies to every study program nationally. The benefits of the core curriculum are that it contains educational goals,

content knowledge, minimum competencies that must be achieved by students.

In conclusion, to support students in mastering science according to their field of study, students need to know how to apply that knowledge. Suryawan (2018) stated that efforts to improve the quality of education in Indonesia were by adjusting the curriculum in accordance with the development of science and technology. Furthermore, Santoso (2014) emphasized that the Indonesian government through the Ministry of Education and Culture has formulated a higher education curriculum policy that is oriented towards the mastery of science. Overall, it can be concluded through the Decree of the Minister of Education and Culture of the Republic of Indonesia No. 056/U/1994 concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes since 1994 has focused on mastering science, so that this curriculum is rich in content.

7. 2000 (POST REFORMS/PASCA REFORMASI): HIGHER EDUCATION CURRICULUM POLICY OBJECTIVES ORIENTED TO COMPETENCE DEVELOPMENT

(1) Historical Background of Higher Education Curriculum Reform

Global competition has opened a gap for higher education to prepare Indonesian university graduates for job competition at national and international levels. To keep up with global needs, Indonesian students are not only required to master hard skills but also soft skills. Besides, the reasons for the demands of global development, there are also reasons for the needs of university graduates. Hard skills and soft skills are two competencies that must be mastered by students before graduating from college because of the needs of graduate users who expect university graduates to meet the standards required by companies as described by Kunaefi (2008) “①competition in the global world, which also results in competition universities in the country and abroad, so that universities are required to produce graduates who can compete in the global world; ②there is a change in the orientation of higher education which no longer only produces intelligent human beings with knowledge but also those who are able to apply their knowledge in life in their community (relevant and competent), which is more cultured; ③Also there is a change in needs in the world of work which is manifested in changes in the requirements for accepting workers, namely the requirement for soft skills which is dominant in addition to the hard skills. So that the conceptualized curriculum is more based on the formulation of competencies that must be

achieved/possessed by university graduates that are appropriate or close to the competencies needed by the stakeholder community. The correlation of the competence of higher education graduates with the standards required by higher education graduates is the reason for higher education curriculum policies to produce competent educated individuals.

Coordinating the competency needs of higher education graduates to work together through universities with companies or institutions that are partners in using higher education graduates as stated in 2000 [Ministry of Education and Culture of the Republic of Indonesia concerning Curriculum Development and Higher Education Guidelines Number 232 concerning Assessment of Student Learning Outcomes] Chapter II, Paragraph 2B states "Being able to apply to the public the knowledge and skills in the professional field obtained in productive activities and services with attitudes and behaviors that are in accordance with the order of living together". Soft skills are one of the keys to the smooth realization of higher education curriculum policy goals this year, so that soft skills factors contribute to the evolution of higher education curriculum policy objectives, which is in line with Kunaefi's view (2008) that a change in the world of work is needed which is reflected in labor acceptance.

The explanation above illustrated that in preparing students before graduating, universities do not only focus on hard skills, but also soft skills. Hard skills and soft skills are two areas of competence that are the reasons for formulating higher education curriculum policies in 2000. Hard skills and soft skills are a combination of two competencies that Indonesian students must possess in facing globalization. Students are required to be able to adapt to the changing needs of the times. Sharpening hard skills and soft skills can be developed in two ways, namely: hard skills are formed by studying course material; Soft skills can be formed with other extracurricular activities.

(2) Determination of Higher Education Curriculum Policy Goals

1. Formulation of higher education curriculum policies

The Higher Education Curriculum Policy which has been implemented since 2000 could not be separated from the role of Yahya Muhaimin, the Minister of Education and Culture of the Republic of Indonesia, who tried to propose a new curriculum policy to replace the old higher education curriculum. Yahya Muhaimin approved the Guidelines for Higher Education Curriculum Development and Assessment of Student Learning Outcomes which was officially released on December 20, 2000. After the issuance of these

higher education curriculum guidelines, the 1994 higher education curriculum became invalid, which means that Indonesian higher education began to implement the higher education curriculum in 2000.

The learning tools for the 1994 higher education curriculum were divided into a core curriculum and a local curriculum as learning materials, then the 2000 higher education curriculum had a core curriculum and an institutional curriculum as learning materials. In 2000 [Ministry of Education and Culture of the Republic of Indonesia Number 232 Concerning the Preparation of Higher Education Curriculum and Evaluation of Student Learning Outcomes] Chapter IV, Article 7 Paragraph 1 stated that "The higher education curriculum is the basis for implementing the study plan which consists of the core curriculum and institutional curriculum. Mainly the core curriculum which includes majors subjects that must be taken by majoring students. In studying course material, this year is not enough cognitively, which means that students are only intellectually intelligent, but also need to be accompanied by soft skills. According to Haryati (2015), Baedhowi explained that "Four Strategies to improve hard skills and soft skills are: Integrated learning; Empowering lecturers; Optimizing student activities; Collaborate with partners". Based on Baedhowi's description, the author concluded that every student has many ways to achieve hard skills and soft skills, especially the formation of student soft skills, namely by optimizing student activities such as internships and extracurricular activities of an academic nature.

2. Objectives of Higher Education Curriculum Policy

Based on 2000 [Minister of Education and Culture of the Republic of Indonesia Number 232 concerning Guidelines for Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes] Chapter II Article 3 Paragraph 2B, namely being able to apply the knowledge and skills acquired in accordance with professional knowledge and productive activities and community service with attitudes and behavior in accordance with the order of together life. Paragraph 2B above is sufficient to articulate the purpose of the Higher Education Curriculum Policy in 2000, namely to develop students who are able to apply what has been learned and have a good attitude towards community service.

The hard skills and soft skills of Indonesian students are replicas of the competencies of Indonesian students, competencies possessed by Indonesian students that will give students confidence to compete with other students when entering the world of work.

Hard skills help college graduates to do their jobs effectively, while soft skills help students to launch their performance in the field. These two competencies are useful for students to apply for jobs, because university graduates need to have criteria according to the needs of graduate users, namely mastering basic knowledge of science according to the field of demand, and being able to do it as stated in the 2000 [Ministry of Education and Culture of the Republic of Indonesia]. Indonesia Year Number 232 concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes] Chapter II, Article 3, Paragraph 2A, is to obtain a scientific foundation and skills in certain areas of expertise to enable discovery, interpretation, and development of solutions to problems in the field of expertise. In addition, students' social skills are also considered as a kind of human self-reflection in interacting with other people, and students' self-management skills need to be honed, because self-management skills also affect the success of their work. The importance of student self-management can be seen from 2000 [Guidelines of the Minister of Education and Culture of the Republic of Indonesia No. 232 concerning Guidelines for Compilation of Higher Education Curriculum and Assessment of Student Learning Outcomes] Chapter II, Article 3, Paragraph 2C, namely being able to work in the professional field and the behavior of living together in society.

Based on the description above, the policy objective of the higher education curriculum in 2000 is to produce competent students. There are two competencies that need to be considered by students while studying on campus, namely hard skills and soft skills, both of which need to be prepared before going directly into the field after graduation. In relation to the higher education curriculum policy objectives that focus on developing student competencies, the Indonesian government expected Indonesian university graduates to be able to compete both domestically and abroad.

8. REFLECTION ON THE EVOLUTION OF INDONESIA'S HIGHER EDUCATION CURRICULUM POLICY GOALS

(1) The trajectory of evolutionary logic: From national ideology to student competency development

1. The political logic of the nation's ideology (1968/New Order)

Strengthening the character of Indonesian students is actually not a new thing in the world of education and about national identity has been emphasized since Indonesia's independence. Under

the leadership of the second president of the Republic of Indonesia (President Soeharto), President Soeharto applied the concept of a strong state life with Pancasila values and rejected the influence of outside ideologies. To strengthen the character of Indonesian students, universities provide compulsory subjects for each major, such as Pancasila education and religious education.

Pancasila education and religious education are two general courses that every Indonesian student must take. The two courses were expected to be able to strengthen the identity of Indonesian students and became a guide for social life. Universities taught Pancasila education so that Indonesian students could explore the meaning of the five basic principles of the precepts, participate in the maintenance of the nation's ideology, while religious education is a manifestation of the first precepts, which means that the Indonesian people believe in God. This was also conveyed by Shofa (2020) Character education in the New Order era aimed to form Pancasila humans as development individuals who are qualified, independent, and could counteract a teaching or understanding that is contrary to the values of Pancasila. This further showed that Pancasila education and religious education were two courses that are presented to strengthen Pancasila values.

2. Mastering the logic of science (1994/Towards the end of the new order)

The Core Curriculum was a national level curriculum that must be prepared by universities and offered to every student as a compulsory subject in their respective study programs. The core curriculum was the main component of student mastery of the scientific field and was the basis for the acquisition of graduate competencies. The set of teaching materials included in the core curriculum was a measure of the extent to which students could acquire knowledge in their field of study.

The core curriculum had five abilities that could be mastered by Indonesian students: personality foundation, mastery of knowledge and skills, strong work ability, in accordance with the knowledge and skills acquired, attitudes and behavior in the workplace according to their professional level, Understanding the rules of social life according to choice professional knowledge in the workplace. Based on this interpretation, it is clear that the goal of higher education curriculum policy could be interpreted as a higher education curriculum policy that focused on mastery of science. In general, through the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 056/U/1994

concerning Guidelines for the Preparation of Higher Education Curriculum and Assessment of Student Learning Outcomes, the curriculum prioritizes the achievement of mastery of science and technology, and is therefore known as a content-based curriculum.

3. Developing the logic of student competence (2000/Post-reform)

Hard skills are skills where students mastering scientific and technical skills in a field. Through hard skills, students could carry out their duties effectively. While soft skills are skills that support students in completing assignments, soft skills are not just talent but an ability that could be trained, such as problem solving, time management, and communication skills. The increase in student soft skills became one of the drivers of the emergence of higher education curriculum policies in 2000, because hard skills alone were not enough to involve students in the community, therefore soft skills were needed that students could use in socializing and participating in society.

The logic of the policy objectives of the higher education curriculum in 2000 was primarily focused on competency training, encouraging students to hone hard and soft skills. Hard skills and soft skills of students need to be developed during their studies on campus so that they have competence before serving the community. By mastering these two competencies, it is hoped that future Indonesian students will not only play an active role in society or the world of work, but also participate in overcoming the problems they serve or provide guidance in overcoming them.

(2) Enlightenment of the Logic of Evolution in Indonesia's Higher Education Curriculum Policy Goals

1. Higher education curriculum policies must be rooted in the national conditions of the country

The formulation of the policy objectives of the Indonesian higher education curriculum could not be separated from Indonesia's national conditions, namely the need for national identity (1968), the need for scientific development (1994), and the need for developing student competence (2000). As could be seen from the 1968 higher education curriculum policy campaign in Indonesia which raised the issue of national identity values by requiring religious subjects and Pancasila courses. Overall, the 1968 Indonesian higher education curriculum was one way for the Indonesian government to intensify Pancasila values in the educational environment.

2. Higher education curriculum policies need to adapt to the needs of scientific development Policy

Higher education curriculum that adapted to the development of science and technology

provided many benefits for the smooth development of learning on campus. The development of a higher education curriculum adapting to scientific advances could produce a modern, mature, insightful generation and improve people's living standards. The presence of the core curriculum encouraged students to keep abreast of educational developments and continue to improve their abilities. It could be concluded that 1994 was the year for the higher education curriculum that focused on the development of science, and the social lifestyle of the community also changed, which of course is something that should be considered in the educational environment.

3. The aim of higher education curriculum policies focused on developing student competencies

The policy objective of the Indonesian higher education curriculum in 1968 was to strengthen the education of Indonesian students with values and character in accordance with the Indonesian nation, but this was not enough to increase the potential of Indonesian students. Then in 1994, when the Indonesian government began to raise the issue of mastery of science, the higher education curriculum policy in this period did not last long, because the Indonesian government began to design the latest higher education curriculum policy in 2000, which was not only emphasized on science, technology, but also student competence. Overall, it could be concluded that the policy objectives of the Indonesian higher education curriculum were ultimately rooted in the development of student competencies as a follow-up to mastery of science. The year 2000 was the year of changes to the post-reform Indonesian higher education curriculum with a focus on the formation of hard skills and soft skills competencies.

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