

REVIEW OF CENTRALIZATION AND DECENTRALIZATION APPROACHES TO CURRICULUM DEVELOPMENT IN INDONESIA

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Abstrak: development characteristics of centralized curriculum 2013 can be traced from the imposition of the curriculum history in Indonesia, more or less the same, all centralized. This historical study goal is to see the development of the curriculum in force in Indonesia between centralized and decentralized. This study design to track the sources of the applicable curriculum, sort period of enactment, to identify the characteristics of centralized and decentralized, making categorization, and make conclusions. The results show that the Lesson Plan Formulation 1960 promulgated Decree No. MPRS II/MPRS/1960 provide that the applicable curriculum is single from central to local. Curriculum 1968 also provides that the applicable curriculum single from central to local. The same thing with curricula that apply previously - 1975 Curriculum, Curriculum 1984 and Curriculum 1994 - centralistic traits are not detachable and is attached via the characteristics. The centralized tail grew longer with the imposition of Curriculum 2013.

Keywords: centralization, decentralization, curriculum development

Curriculum 2013 development more centralized if it compared with Curriculum 2006 (School Based Curriculum/SBC). Instead of competence specified in advance based on need, and then their subject, what areas need more education units less terinventarisasi well. Development characteristics of centralized curriculum 2013 can be traced to the history of the enforcement of the curriculum in Indonesia, which is more or less the same, all centralized. The legacy of centralized spirit indeed show that the policy of decentralization and regional autonomy, including education, applied decades ago by the central government assessed to contain weaknesses. Of course need to be studied more in depth on the effectiveness and efficiency of the development of centralized and decentralized curriculum, especially related to that curriculum to guide the implementation of learning activities to achieve educational goals.

Development of the role and function of the curriculum encourages curriculum renewal. Outlook and future trends in life became the principal interest in curriculum development. As disclosed by Kasman (2010:90) that curriculum development is used to improve the quality of education. The curriculum provides direction for the learning process to achieve educational goals. Curriculum development had an impact on the management of the curriculum related to the structure and implementation of the curriculum.

Curriculum development hihstory in Indonesia is the history of centralized, not decentralized. Lesson Plan Curriculum 1960 enacted by the Assembly Decree No.II /MP/1960 stipulates that the applicable curriculum is single from central to local. Curriculum 1968 also stipulates that a single prevailing curriculum from the center to the regions. Similarly with curricula that apply previously - Curriculum 1975, Curriculum 1984, and Curriculum 1994 - centralistic traits not uninstalled and attached through characteristics. The centralized aftermath grew longer with the imposition of Curriculum 2013. Table 1 shows the characteristics of a centralized curriculum which is and ever valid in Indonesia.

The range and scope of the vast territory of Indonesia, besides the local autonomy and decentralization as spirit of reform that had become a spirit of Curriculum 2006 be

drowned at Curriculum 2013. Regional autonomy, including autonomy of education, is predicted to be able to promote the progress of the region based on potential, sources its power, and the application of the principle of decentralized government became increasingly distant hope of realization after implementation of Curriculum 2013. The implementation of Curriculum 2013 is the negation of the spirit of autonomy and decentralization that continues to grow. Growing awareness of parents, civil society groups, people's representatives, business associations and educators to participate in control of the school and education quality assessment ignored by the central government. In addition there is a disregard for the growing belief in the public that the structure of centralized education can not work well in increasing the participation of educators in school and the inability of the central government bureaucracy that exists to respond effectively to the needs of the local education unit and diverse community.

Table 1 Characteristics of Centralized Curriculum in Indonesia

No	Name of Curriculum	Centralized Characteristics
1	Lesson Plan 1960	The formulation of the People's Consultative Assembly Decree No. II / MPRS / 1960 regarding Indonesian socialist man as a part of the Indonesian socialism into the national development plan objectives, namely governance just and prosperous society based on Pancasila. Its implementation in schools in accordance with the spirit of the Assembly's decision. Single applicable curriculum from the center to the regions.
2	Curriculum 1968	The beginning of the New Order are the Assembly Decree No. XXVII/MPRS/1966 on Religion, Education, and Culture, formulated regarding the purpose of education as a true human Pancasila forming - based on provisions as desired by the Preamble and the Content of Constitution 1945. Educational institutions and the structure is simplified and the development of Scout are all concerned by the government. Single applicable curriculum from the center to the regions.
3	Curriculum 1975	Educational goals outlined centralized elaborated through general instructional objectives, specific instructional objectives, and various other details so clearly what will be achieved through the curriculum. Curriculum that applies a single and uniform from the center to the regions.
4	Curriculum 1984	This period is characterized by three features discretion, ie universal, comprehensive, and integrated. This policy requires a single system and the management of the system. Uniform curriculum at all levels and types of education.
5	Curriculum 1994	Curriculum 1994 is a response to the Law No. 2 Year 1989 on National Education System. This law has a strong centralized spirit, curriculum set nationally. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.
6	Curriculum 2013	Government responsible for the preparation of teachers and principals to implement the curriculum. The Government is responsible for evaluating the implementation of the national curriculum. Uniform curriculum at all levels and types of education. Planning, implementation, and evaluation is still governed by the central government. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.

Lessons from the reform in the form of autonomy and decentralization into waves hit back with centralized curriculum, having previously implemented Curriculum 2006 which is a clear example of a decentralized curriculum. Muarif (2013:23) states that the evaluation of the Curriculum 2006 conducted by the government has done,

administratively set out in the RPJMN 2010-2014 and Curriculum Working Committee in DPR. However, the administrative requirement is not followed by a comprehensive review and evaluation of the curriculum 2006.

Enforcement of Curriculum 2013 is like a pendulum that back at the starting point of motion, Indonesian curriculum since its birth was faced centralized. Table 1 shows that almost all of the curriculum applied in Indonesia, except the Curriculum 2006 development is centralized spirit. Even Curriculum 2013 still retains the characteristics centralistic, uniform on all levels and types of education. Planning, implementation, and evaluation of the curriculum is still regulated by the central government. Objectives, contents, methods, and evaluation of curriculum and learning is still determined by the central government.

Centralized curriculum development prevailing in Indonesia shows that curriculum development has been done centrally, meaning that the development of the curriculum from the central government. Unitary country such as Indonesia, centralization is at the central government level, while at the federal state centralization can be at the level of the federal government (central) or state level. The development of a centralized curriculum, beside duties, authority, and responsibility for curriculum development held by the central authorities, but also the initiative, ideas, and even a curriculum model will be developed may also come from holders of power in the center. Usually local or school as education provider only develop the existing curriculum.

Centralized Characteristics of Curriculum 2013

Centralized Curriculum 2013 contains characteristics: done centrally, not giving the opportunity to the region especially education units to jointly divide the duties, powers, and responsibilities of curriculum development. Curriculum 2013 show initiative, idea, including curriculum developed from the central government. Regional and education units receive curriculum that is so, just execute it. Scientific approach, which emphasizes learning in the process of observation, questioning, reasoning, tried, and communicate as a pillar of development of Curriculum 2013 as cut off from the roots of the locality, region, and education units. Prerequisites Curriculum 2013 is a scientific approach that targets an investigation material, thought, or scientific research did not find justification in its implementation. Target material can be material objects or immaterial; can also matters, issues, ideas, and concepts. The target material very close to the education units and regions, not to the central government.

Curriculum 2013 was developed centralized which resulted national curriculum, a curriculum that applies in all regions of Indonesia. Centralized curriculum development, probably the entire device curriculum, ranging from foundations of curriculum development, structure and distribution of subjects, syllabus or outline of the learning program, details of materials and learning activities, books, media, supporting tools, assessment of learning outcomes along with implementation guidelines compiled by the central. Stages of centralized curriculum development, the central government set foundations of curriculum, structure and distribution of subjects, until further elaboration in the syllabus, lesson units, the details matter, books, media and learning tools, regional or education units were never involved in development.

Centralized curriculum development has several advantages in addition to the lack or weakness. The advantages of centralized curriculum development, government able to make capabilities and national levels of achievement standard, making them easier to control, monitoring, and evaluation. The government made one standard that applies to all, standards used as a basis to create a map of success once the failure of the curriculum implementation by comparing each region. Controlling is done with the minimum service achievement standards, so that the monitoring and evaluation based on its achievements the ratio only. Most likely held a national evaluation, because of the curriculum design, objectives, and learning for the whole country and education units.

In addition, excess centralized curriculum development, namely coaching curriculum implementers easier because the knowledge and skills required to implement it almost the same. The impact that the provision of media and learning resources easier because of the same type for each region and education units. Coaching is usually related to the assistance provided to supervisors, principals or teachers to improve the quality of implementation of the curriculum. Coaching in the centralized curriculum system is required and used for professional growth, is one of the dimensions of empowerment educator, which mainly include: status, self-efficacy, and the effect (impact) that leads to its knowledge and the same skills.

While the weakness or lack of centralized curriculum development can be seen from any aspects. One disadvantage of this centralized system is quite large areas have diversity in the conditions, needs and level of progress, a national curriculum can not accommodate the diversity of the condition. The diversity of conditions such as in Indonesia can be measured through geography, nature, religious, social, cultural, economic and stretching from the west end (Sabang) to the east end (Merauke), the northern end (Talaud) to the south end (Timor) with 17.504 islands, 1.340 ethnic groups and 546 languages. The conditions coupled with the diverse needs of the community owned: types, levels, competence, content, processes, financing, and others. The rate of progress varies in each region is also become one of constraints donation giver.

Constraints due to differences in the rate of progress is another weakness that could hamper the implementation of a type of curriculum for a wide area can face many obstacles and possible irregularities. Furthermore, the understanding and mastery of the national curriculum by implementers in all regions of the country takes a relatively longer so that the speed of each region using the curriculum will be different. Socialization through training, workshops, and more the results are often less effective, which is required today is education units enrichment through direct immersion.

Advantages and disadvantages of centralized curriculum development is highly dependent on the diversity of social conditions, politics, culture, and economy of a country or region. Such diversity can indeed also be the strengths and weaknesses that can be administered at the same time for the implementation of the curriculum. Actually, diversity is actually geared towards educators, learning the cutting edge. Learning is a process of changing the behavior of individuals who are relatively fixed as a result of experience (Skinner, 2013:98). Learning is an effort to organize an environment that gives the feel that the program learns to grow and develop optimally.

Table 2 Comparison Syllabus Development, Competency Graduates Standards, Standard Content, Curriculum Structure and Content, and Governance Curriculum, 1994, 2006, and 2013

Aspects	Curriculum 1994	Curriculum 2004 & 2006	Curriculum 2013
Syllabus development	Curriculum 1994 using the principle of meaningfulness, material oriented, the central position in the department, teachers and schools only implement the curriculum, and the syllabus specified by the Ministry of Education	Syllabus was developed to answer the questions: (1) What are competencies that must be mastered by students? (2) How to achieve it? and (3) How do I know its achievements?	Syllabus developed based on Graduates Competency Standards and Content Standards for elementary and secondary education units in accordance with the learning patterns in each certain school year. Syllabus used as a reference in the development of the implementation plan of learning.
Competency standards	Curriculum 1994 as planned, the system enforces the curriculum for all students throughout Indonesia. This curriculum is a core curriculum so that specific areas can develop their own teaching adjusted to the environment and the needs of the surrounding community.	SKL is derived from the standard content, compiled educational model based on the condition of the school, the preparation SKL developed in accordance with the conditions of schools, potential or regional characteristics, socio-cultural local community, and learners.	SKL derived from necessity. SKL is a criterion regarding the qualification of graduate capabilities that include attitudes, knowledge, and skills. SKL primary and secondary education is used as the main reference development standardization, process standards, assessment standards of education, teacher and staff standard, standard of facilities and infrastructure, management standards, and standards of financing.
Content standard	Teachers are allowed to change the systematics of subjects, originally in the quarterly.	Content standards formulated based on course objectives (SKL subjects) is specified to be the standard of competence and basic competences subjects. The separation between subjects forming attitudes, forming skills, and forming knowledge. Competence derived from subjects. Subjects separated from one another, such as a collection of separate subjects.	Content standards derived from competency standards through a competency-based core subjects. All subjects should contribute to the formation of attitudes, skills and knowledge. Subjects derived from competence to be achieved. All subjects bound by core competencies (per class).
structure and content of curriculum	Horizontal structure including into subject separated. The vertical structure is the implementation of the curriculum in schools which is a quarterly system. Quarter system divides time learning the academic year into three parts each time called quarterly (1 year = 3 quarterly). 1,2,3 quarter system. Quarter 1 & 2 (12 weeks) for class 1, 2 and 3, and the first and second quarter (10 weeks effective) to grade 3 (8 weeks effective). Field of study time 48 hours (first quarter).	zDepth curriculum content outlined in the competencies that must be mastered by the students' learning load listed in the structure of the curriculum. A pattern and arrangement lesson that must be taken by students in learning activities. Competence consists of Competency Standards (SK) and basic competence (KD), which was developed based on Graduates Competency Standards (SKL). Local Content and Self Development is an integral part of the structure of the school curriculum.	The structure of the curriculum consists of core competency is designed along with the increasing age of students in a particular class. Through its core competencies, vertical integration of various basic competence in different classes can be maintained. The formulation of core competence using the following notation: (1) Core Competence-1 (KI-1) for the core competencies spiritual attitude; (2) Core Competence-2 (KI-2) to the core competencies of social attitudes; (3) Core Competence-3 (KI-3) for the core competencies of

Management	Reference norms and objective test, delivery of the subject matter by the teacher, teaching: teacher-centered, lecture method, primary science resource teacher, excessive pressure on cognitive aspects, all aspects of the curriculum determined by the Ministry (Central).	School education programs with PACKAGE SYSTEM or SKS. The package system is a system of organization of educational programs that learners are required to attend all subjects and study load assigned for each class, according to the structure prevailing in the educational unit in question. Semester Credit System (SKS) is an educational program delivery system that learners themselves decide how the burden of learning and subjects were followed every semester.	knowledge; and (4) Core Competence-4 (KI-4) for the core competency skills.
			Curriculum 2013 made the strengthening of governance as follows: (1) The working procedures of the individual educator converted into a collaborative working arrangement; (2) strengthening school management through strengthening the management capabilities of the principal as educational leader; and (3) strengthening infrastructure for the benefit of management and the learning process.

Today, learning is no longer based on the completion of the material, but rather on the process and results are measured by the ability of learners who have achieved either individually or average grade. This reason issued Curriculum 2004 known as the competence based curriculum(CBC) and followed by Curriculum 2006. Curriculum 2013 also demonstrated the sustainable use of the CBC. Comparison of the curriculum can be seen in Table 2, which can be observed through the aspects, namely the development of the syllabus, competency standards, content standards, structures and curriculum, and governance. The curriculum includes a comparison of 1994, 2004, 2006, and 2013. Special curriculum in 2004 and 2006 put together because they are the same, Curriculum 2006 or SBC is the implementation of the 2004 curriculum in the educational unit. The comparison is to show how the characteristics of each curriculum has its own patterns and systematics.

If used centralized and decentralized thinking, it's very visible that Curriculum 1994 and 2013 represent the group centralized curriculum and curriculum in 2006 instead, decentralized. Table 2 shows that the development of the syllabus on the Curriculum 1994 and Curriculum 2013 using a centralized system, oriented on the material, are in the central position in the department (ministry-red) and syllabus (which made by the central government) are used as a reference in the development of the implementation plan of learning. Governance of Curriculum 1994 and Curriculum 2013 is also highly centralized, the reference norms and objective test, delivery of course materials by educators and others, all aspects of the curriculum is determined by the central government.

Decentralized Curriculum on Education Practice in Indonesia

The practice of organizing a decentralized type of curriculum development conducted in Indonesia, namely the Curriculum 2006 is commonly called the School Based Curriculum (SBC). Curriculum 2006 is operational curriculum developed and implemented by each educational unit. The curriculum should be developed in accordance with the vision, mission, objectives, conditions, and characteristics of the educational unit. Curriculum 2006 component consists of school education objectives,

structure and curriculum (subjects, local content, development of self, the burden of learning, mastery learning, hikes and graduation, majors, life skills education, education excellence based local and global), education calendar, syllabus, and lesson plans. Table 3 shows the characteristics of decentralized Curriculum 2006.

The Curriculum 2006 was developed in accordance with its relevance by any group or educational units under the coordination and supervision of the education department or agency of the Ministry of Religion District / City to the province's basic education and secondary education. Curriculum 2006 Development refers to the SI and SKL and based on the curriculum guidelines drawn up by the National Education Standards, as well as taking into consideration the school committee. Curriculum 2006 for special education is coordinated and supervised by the provincial education department, and based on the SI and SKL and guide the preparation of the curriculum developed by the Curriculum 2006.

Decentralized curriculum development in the form of the preparation of the design, implementation, and control of the curriculum (evaluation and improvement), carried out locally by the education unit. Preparation of curriculum design done by educators, involving experts, school committees and others in the community, who has the care and concern of the curriculum. Curriculum development so-called school-based curriculum development (School based curriculum development or SBCD). Curriculum for each educational unit in accordance with the type, track, and education levels.

The preparation of the type of school-based curriculum, the curriculum could include all components of the curriculum or only some components only to achieve educational goals. Hernawan and Cynthia (2011) states that the curriculum is instrumental in achieving educational goals, namely: (1) has a conservative role, (2) creative, (3) critical, and (4) evaluative. Sanjaya and Andayani (2011:46) states that the curriculum as the system has components that are interrelated. The curriculum has four components, namely: objectives component, curriculum content, methods or strategies for achieving objectives, and evaluation components. As a system, each component is interrelated to one another. When one components that make up the curriculum system is disturbed or not associated with other components, then the curriculum system may also be disrupted. The preparation can be done only by a group of or all of the educators and is intended to meet the needs of the unit or program of education and in accordance with the conditions of the educational unit and surrounding communities. School-based curriculum is different curriculum development can even be the opposite of bureaucratic curriculum development (follow the idea, the concept of policy holders, hierarchical from primary school to the school above).

In the school-based curriculum development, curriculum design which includes goals or objectives of the curriculum, materials or curriculum content, learning model and the assessment of learning outcomes tailored to the needs, challenges, characteristics, and the stage of development of the school and the community where the school is located. The curriculum becomes more meaningful, because it is based on the local circumstances and geared to meet the needs, demands, and local development. Curriculum development by educational units will generate a diverse curriculum design, but more easily understood, mastered and implemented by educators, because they are expanding themselves, minimal participate in its development.

Table 3 Characteristics of Decentralized Curriculum 2006

No	Curriculum Component	Decentralized Characteristics
1	Goal	School Based curriculum (SBC) is the operational curriculum developed and implemented by each educational unit. Government Regulation No. 19 of 2005 Article 17, Paragraph (2) states that schools and school committees, or madrasah and madrasah committee, develop school based curriculum and syllabus based on the basic framework of curriculum and competency standards, under the supervision of official district / city is responsible in the field of education for elementary, junior high school, senior high school and vocational school, and the department that handles government affairs in the field of religion for MI, MTs, MA, and MAK. Curriculum development at unit level of primary and secondary education based on the guidelines drawn up by the National Education Standards.
2	Content	Background (rationale drafting SBC), SBC development objectives, principles of curriculum development according to the characteristics of the school.
3	Method	Operational curriculum developed and implemented by each educational unit. School and Principal develop the curriculum and syllabus based: The basic framework curriculum and competency standards under the coordination and supervision of the education department district/city or province. Management of school-based curriculum.
4	Evaluation	Evaluation of classroom-based learning, the process of collection and use of information by teachers through a number of evidence to make a decision on the achievement of learning outcomes/competency of students. Assessment of learning outcomes by educational units aimed at assessing the achievement of competency standards for all subjects.

Curriculum development by educational unit has some merits or advantages and also some disadvantages and shortcomings. The merits or advantages which the curriculum according to the needs, conditions, characteristics and development of education units and local communities, so that education units directly or indirectly can help the development of the community through the process of stratification, social mobility, and social change in society. Education has been linked to social stratification in society shows that there is still appreciated. Education is also related to social mobility in society shows that the motion occurs in a social structure, ie certain patterns that control the organization of a society. Education related to the social changes which confirms that nothing changes except change itself. Society itself is constantly changing, perceived or not, limited or wide, or a change sooner or later.

Decentralized curriculum development by educational units more easily implemented because of the design of the curriculum prepared by the educators themselves by considering the factors supporting its implementation in education and environmental education unit. Environmental education is a place where humans interact reciprocal so its ability can be developed into a better direction again. There are three, most important, the kind of educational environment greatest influence on the ability and experience of men, the family, school, and community (commonly referred to as three education center). That's are media for individual human beings to socialize. Through socialization of individual humans learn habits, attitudes, ideas, patterns of values, and standards of behavior in the family, school, and community.

Curriculum development by the education unit also has several weaknesses and shortcomings that should be addressed. One drawback is that not all teachers have the skills or proficiency in curriculum development, or not all education units or regions have educators or specialist or qualified in curriculum development. Nasution (2012:13) states that each curriculum reflects the desires, aspirations, demands and needs of the community. Education unit was established by and for the community, education naturally pay attention and respond to the voices in the community. Rusman (2011:25)

said that the development of the curriculum should assimilate and organize intensive information and data relating to the development of agency programs or education unit. The information and data into the main area, namely: social power, treatment knowledge, and human growth and development.

In addition, weaknesses and shortcomings decentralized curriculum development locally, graduates lack the ability or national competitiveness. The existence of competing education nationally, even globally, is actually very pronounced with the presence of digital communications era. Internet presence contributed greatly to this condition. Easy and cheap access to information and knowledge make learning resources varied, not just education or textbook solely. Digital technology is able to make the tomes and many types can be stored with a small size and can be accessed at any time. The existence of information technology makes education practices could happen anywhere.

Weakness and lack of other decentralized curriculum development are very diverse curriculum design, can lead to difficulties in monitoring and evaluation of curriculum and evaluation of learning outcomes nationally. Through the evaluation can be seen the extent of the purpose of education, through curriculum components, has been achieved. Depdiknas (2008:362) explains that through the evaluation can review the progress of education and undertake a new effort to develop it. Results of the evaluation can not be denied by admit it until the next evaluation done. There should be a follow-up as a form of responsibility in managing the school. The results of that evaluation feedback that can be used to improve school performance. The four main functions, namely the evaluation of diagnosis, prediction, selection and ranking.

Minimize of Centralized Curriculum Poor Impact

There are principles in curriculum development, namely: relevance, effectiveness, efficiency, sustainability, flexibility, and goal oriented to minimize the adverse effects of centralized curriculum. Relevance means conformity between education and the demands of life. The principle of relevance with regard to three aspects, namely: the relevance of environmental education with learners, relevance to the development of the life of the present and the future, and the relevance of education to the demands of the working world.

Effectiveness is the extent of what is planned or desired can be accomplished or achieved. The principle of effectiveness can be evaluated on the effectiveness of teaching and learning effectiveness of educators and learners. Idi (2011:203) states that the effectiveness of teaching and learning in education has a close relationship between educators and learners. Lameness one of them would make the delays in achieving the educational objectives or the effectiveness of the learning process is not achieved. Factors of educators and learners as well as other operational devices, is very important in terms of the effectiveness of the educational process or curriculum development. Suwarni (2011:206) of the research results showed the influence of the principal leadership style to the teacher performance. The implication principal leadership style contributed significantly to the performance of teachers in teaching, so that ultimately the performance of teachers to be good later learning achievement of students has also increased.

Leadership contribution to the performance of teachers in teaching much influenced by educational policy-making. Tilaar and Nugroho (2012:37) states that in the preparation of education policy, supported by field research, can be prepared a program that can be implemented by most learners so that all learners in each group as the class system can follow the program presented in particular education level curriculum.

Efficiency is the ratio between the results achieved (output) and businesses that have been issued (input). The principle of efficiency can be evaluated from: time, energy, equipment, and costs. Educational efficiency describes the relationship between input and output, or between the input and output. An efficient system is indicated by a more output to the input source (input resources). The efficiency of education means to have a link between the utilization of resources - limited educational resources so as to achieve the high optimization.

The principle of continuity that is mutually intertwined relationship or between different levels and types of education. Continuity between the different levels of schools to consider two things: learning materials for the next school should have been taught at the school level prior and teaching materials that have been taught in school lower level does not need to be taught at a higher school. Continuity between the various fields of study must pay attention to the order of presentation and well established (Idi, 2011:203).

While the principle of flexibility requires no wiggle room that gives the freedom to act (not rigid). Flexibility includes flexibility in selecting learners and flexibility educational program education in developing learning programs.

The goal-oriented principle means that before the material is determined, steps that need to be done by teachers that determines the destination beforehand. Idi (2011:205) confirms that is done for all hours and teaching activities carried out by teachers and learners can be strongly directed towards the achievement of educational goals that have been set. Flexibility also includes classroom management and learning management in the corridor achievement of educational goals effectively and efficiently.

Curriculum as implementation guidelines provide learning activities in the curriculum meaning that there is a guide interactions between teachers and learners. Thus, the curriculum serves as the "heart" of the educational process in schools to empower potential learners. Guide guide interactions between teachers and learners are usually called learning. Learning would be optimal if supported curriculum as a guide.

Because the curriculum is the heart of education, then the existence of this curriculum is vital among other educational components. Curriculum into place, such as fungi in human heart that pumps blood to humans so that supply enough oxygen and flowed throughout the body, then the curriculum into energy to other educational components. The energy support for the success of the objectives of each educational component which in turn is to achieve educational goals.

Rather different side delivered by Lie (2013: 0) that the curriculum is not everything in a system of education. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. In the perspective of the interests of the nation, this curriculum vehicles will function and act good if the actors and observers have clarity of purpose and a shared vision, a road map which is right, and reliability in the use of the vehicle.

Likewise with Curriculum 2013, which today still a matter of study, to be carried out or needs to improve. Strengthen the discussion at the beginning, that the centralized development ignores local involvement and education units, Ulfatin (2014:335) offers an evaluation of the three important parts that need attention in the evaluation of the curriculum are: the meaning of curriculum, organization and structure of the curriculum, and the competence of graduates. First, the meaning of the curriculum can be varied, ranging curriculum that is seen descriptively up with the curriculum is seen as programmatic. Curriculum 2013 should be viewed as programmatic, so as to explain the extent of the programs that are the responsibility of the school. Second, the organization Curriculum 2013 already reflect the integration of components of the curriculum. But unfortunately, it just seemed integration between submata lessons in the curriculum structure, and yet the whole school, including extracurricular activities. Third, competency standards formulation still seem partial domain that describes a unit of knowledge, attitudes, and skills, and illustrates that the formulation of the competence of graduates are at the level of the standard domain theoretically developmental needs of children.

CONCLUSION

Development feature of centralized curriculum 2013 can be traced from the imposition history curriculum in Indonesia, which is approximately the same, all centralized. Development of the role and function of the curriculum encourages curriculum renewal. Outlook and future trends in life became the principal interest in curriculum development. The range and scope of the vast territory of Indonesia, besides the local autonomy and decentralization of the spirit of Curriculum 2006 to sink upon the implementation of Curriculum 2013.

Enforcement of Curriculum 2013 is like a pendulum that back at the starting point of motion, Indonesian curriculum since its birth was faced centralized. Curriculum 2013 contains features centralized: performed centrally, did not give a chance to the area especially education units together to divide the duties, powers, and responsibilities of curriculum development. Advantages and disadvantages of centralized curriculum development is highly dependent on the diversity of social conditions, politics, culture, and economy of a country or region. Such diversity can indeed also be the strengths and weaknesses that can be administered at the same time for the implementation of the curriculum. The diversity actually geared towards educators, learning the cutting edge.

There are principles in curriculum development, namely: relevance, effectiveness, efficiency, sustainability, flexibility, and goal oriented to minimize the adverse effects of centralized curriculum. The curriculum is a means to achieve a goal and requires its reliability. Just like any vehicle, many imperfections in every curriculum. Three important parts that need attention in the curriculum evaluation, namely: the meaning of curriculum, organization and structure of the curriculum, and the competence of graduates. ✍

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