



Implementation of 2013 curriculum in history learning

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ABSTRACT

The purpose of this study is to analyze the content of history lessons in the 2013 curriculum for the Senior High School level or equivalent and understand the role of historical studies as an important part of the 2013 curriculum. The method used in this research is library research, which not only searches for sources relevant to the research topic, but also collects data for writing. The results of the research show that history has two main branches in Indonesian history (compulsory) which is followed by all specialization majors (IPA and IPS), as well as the specialization history branch (IPS) which has a broader scope. Both groups of history, compulsory and specialization, in the development of competency standards in the previous curriculum, have become core competencies that show an increase in the goal of achieving competence.

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1. INTRODUCTION

Education is always faced with demands and social issues that need to keep up with the times. Education is a learning process that can provide knowledge and develop potential in individuals. Through education a person can develop cognitive, intellectual, skills, values and norms in society so that the aspirations of the nation can be realized without discrimination in the field of education. Abbas (2014: 19) explains that experts argue that the curriculum needs to be updated or refined. Therefore, it is not surprising that many people complain about educational innovations made when there is a change of education minister.

The quality of human resources is very important, so education must be a top priority in development. Therefore, the government always strives to improve the quality of education in Indonesia by making changes to the existing curriculum (Mulyasa, 2016). In the world of education, the term curriculum is familiar. Education or the learning process cannot be separated from this term, because the curriculum is one of the important elements in learning. With the curriculum, the teaching and learning process can take place regularly and systematically to achieve the desired learning objectives.

This is in accordance with the opinion of Hamalik (2011: 18) which states that the curriculum consists of plans and arrangements regarding the content and teaching materials, as well as methods used as guidelines in carrying out teaching and learning activities. The content of the curriculum includes structures and subject matter aimed at achieving the objectives of providing relevant education in order to achieve national goals. The curriculum can serve to ensure that the education provided to students is in accordance with the expected objectives in terms of knowledge, attitudes and skills. The 2013 curriculum is the latest curriculum introduced by the Ministry of National

Education since 2013 as a form of improvement from the previous curriculum, namely the 2006 curriculum or the Education Unit Level Curriculum, which includes an integration of attitude, knowledge and skills competencies.

The learning process in the 2013 curriculum is more focused on a scientific approach that involves asking questions, paying attention, collecting data, connecting, and conveying information. This opinion is in line with that expressed by Kurniasih (2014: 132): The main focus of the 2013 curriculum is to help students or learners to be better at making observations, asking questions (through interviews), thinking logically, and communicating (presenting) what they learn or know after getting teaching material.

The Indonesian government, through the Ministry of Primary and Secondary Education, organized and established history as an important subject in the 2013 curriculum, especially for senior secondary education (SMA or equivalent). At the senior high school level, Indonesian History is categorized as compulsory A, which means that all types of senior high schools under the Ministry of Primary and Secondary Education and the Ministry of Religious Affairs must teach it (Kemdikbud, 2013). Apart from being a compulsory subject, there are also history subjects that are classified as specialization in social science, language, and become cross-interest subjects.

Sartono Kartodidjo in Heri (2014:35) states that learning history is not just about memorizing events, names, locations, numbers, and years. Instead, history is the truth that helps children understand and develop awareness of history. This is in line with what is stated by Moh. Ali (2005: 351) who argues that the purpose of learning national history is to foster interest and provide awareness to children about the ideals of the nation through the study of national history and global history. Research conducted by Sardiman (2015) with the title "Measuring the Position of Indonesian History in the 2013 Curriculum" aims to analyze the role of history subjects in the 2013 curriculum and its contribution to shaping the nation's character. The findings of this study indicate that history subjects in the 2013 curriculum have functioned in shaping the nation's character and acted as a means of uniting a sense of nationality and love for the country.

In line with the research conducted by Sardiman, Haniah (2017) wrote a thesis entitled "Implementation of History Learning with the 2013 Curriculum". In addition, Sutarman (2015) discussed "Implementation of the 2013 Curriculum in History Learning at SMAN 1 Rembang in the 2014/2015 Academic Year", and Sayyidah (2014) compiled a thesis on "Implementation of the 2013 Curriculum for Compulsory History Subjects in Class X at SMA MTA Surakarta in the 2014/2015 Academic Year". These three works focus on the implementation of history learning based on the 2013 curriculum in each school where the research was conducted. However, there are differences in the understanding and challenges faced by related parties in each school in implementing the 2013 curriculum concept in the history learning process.

In the context of history learning, Sardiman (2015) said that history learning is a process that can encourage the development and hone the abilities and character of students through historical messages, so that they become wise and dignified citizens. Meanwhile, Sulasman (2014) explains that historical material and historical science are events that have occurred in the past, holding many valuable meanings and lessons for human life in the future. Based on these opinions, the purpose of this paper is to understand the study of history in the context of the 2013 curriculum, both in terms of its position and proportion. In the following discussion, we will explain the position of history subjects (both compulsory and specialization), the scope of history studies, objectives, material content, history learning design, and changes in KI (Core Competencies) and KD (Basic Competencies) in the 2013 curriculum.

2. RESEARCH METHOD

This research is descriptive and aims to analyze history lessons in the 2013 curriculum. The analytical description method is an approach that can explain or describe the object being analyzed using data or samples collected in accordance with the real situation (Sugiyono, 2009). In collecting sources, the emphasis is on literature study. According to Zed (2004), almost all types of research require library

studies. In library research, the search for references goes beyond fulfilling the previously mentioned functions. It also serves to utilize library sources to obtain the data needed in the research.

3. RESULTS AND DISCUSSIONS

History Subjects in the 2013 Curriculum

Some observable aspects of the 2013 history curriculum are interesting findings to focus on. The interesting thing is the general view of the community and students who consider history lessons as something trivial (Daryanto, 2014). They see this subject as mere memorization that provides no benefit in daily life. The material taught often contains dates of historical events and names of heroes, which are not useful for analyzing the political and economic situation in the era of globalization, where the economy is often the top priority.

The 2013 curriculum places history between compulsory and optional subjects. In terms of time and number of meetings, history lessons now get more attention compared to the previous curriculum. In the past, history teachers complained about the limited hours available, which meant that the material could not be delivered properly. However, with the 2013 curriculum, there has been a big change. History is now divided into two categories, namely as a compulsory subject for all classes and majors in SMA / SMK, and as an elective subject for specialization groups (Zulkarnain, 2017).

On the contrary, many aspects have undergone important innovations and changes in the 2013 curriculum, such as history education which is designed to be a lesson full of skills and ways of thinking in the field of history. In addition, history lessons are also developed to name national values, provide inspiration, and connect national historical events with local historical events in a unified Indonesian History.

Meanwhile, there are weaknesses in the 2013 curriculum for history lessons related to content. Some materials overlap between the compulsory Indonesian history lessons and the specialization history that focuses on the Indonesian history section. This has led to a similarity of material between the two categories of history, which is difficult to avoid. One criticism that can be given is the similarity of material from two perspectives that have different objectives. The compulsory history material tends to focus on analyzing historical events that occurred in Indonesia, while for the history of specialization, the aspect looks more at world history in general and its relevance to the context of Indonesian history, making the material more voluminous.

As a result, there are important innovations and changes in the 2013 curriculum which consist of the following: (1) history education is made as a rich lesson with skills and ways of thinking about history; (2) history lessons are developed by emphasizing national values, inspiring, and connecting national historical events with local events in the context of Indonesian history. These two points can be the basis for designing history learning through methods: Utilization of textbooks and teachers' books as well as relevant media in delivering material, Activities that connect the content of national history with local and global history through an innovative learning process, Arranging a learning process based on a scientific approach for the development of thinking skills and historical skills.

In addition, the foundation provides opportunities to develop learning outcome assessments, design lesson plans, and use a variety of appropriate learning media for Indonesian history lessons around the community as well as those related to the application of information technology.

History Learning Allocation

Based on the scope of the study of history, for critical and comprehensive learning of history, in the structure of the 2013 curriculum, history lessons are broken down into two parts: Indonesian History that must be followed by students in SMA/MA and SMK/MAK, and History that is included in the specialization program or becomes an elective in cross-interest in SMA/MA. A clear delineation is essential to understand the basis and rationale behind separating Indonesian history into compulsory and specialization sections. In Curriculum 2013, Indonesian history education is a compulsory subject at the secondary school level, such as SMA, SMK, and MA. All students at the high school level and equivalent are required to take Indonesian history lessons. Most importantly, history lessons are

included in the social science group, where the material taught is more in-depth with longer learning time.

According to Sardiman (2015b), the allocation procedure is very impressive, because so far the community and students generally see history lessons as less important and useless in everyday life. Hopefully, students will begin to realize that understanding the historical journey of the Indonesian nation and historical events around the world is closely related to current conditions. This means that every current event cannot be separated from the influence of past events, and can arouse a sense of love for the country. The existence of Indonesian history subjects in the 2013 curriculum will always function as a means of education that focuses more on perspectives and the development of social attitudes and national values for students. Meanwhile, history lessons in specialization are more focused on the development of science.

Changes in the KI-KD of History in the 2013 Curriculum

Sardiman (2015) mentions some specific changes and changes that are reactualized in the 2013 curriculum compared to the previous curriculum. If we look at these differences in the formulation of SKL and content standards related to core competencies (KI) and basic competencies (KD), the most striking difference can be found in KI which shows a variation compared to KTSP or the old curriculum. The contents contained in KI1, KI2, and KI4 show a transformation. The existence of KI1, KI2, and KI4 together with KI3 can be interpreted as the core of the 2013 curriculum which is visible from documents to implementation in the classroom.

Table 1. Comparison of Changes in the 2013 Curriculum with the Curriculum

No.	KTSP 2006	KI3
1.	Graduate competency standards are derived from content standards	Graduate competency standards are derived from the needs of
2.	Content standards are formulated based on subject objectives (competency standards of subject graduates) which are detailed into competency standards and basic competencies of the subject.	Content standards are derived from graduate competency standards through core competencies that are subject-free
3.	Separation between subjects that shape attitudes, skills, knowledge and those that shape them	All subjects should contribute to the formation of attitudes skills, and knowledge.
4.	Competencies are derived from the subjects	Subjects are derived from the competencies to be achieved
5.	Subjects are separate from each other	All subjects are bound by core competencies (each grade)

Table 2: Scope of Study of Indonesian History and Specialization in Curriculum 2013

No.	History of Indonesia	History Specialization
1.	Pre-history	Basic principles of History
2.	Hindu-Buddhist Kingdom	Early civilization World society and Indonesia
3.	Islamic Kingdom	Development of traditional countries
4.	Western colonization	Indonesia during the colonial period
5.	National Movement	Major world revolutions and their influence
6.	Proclamation and struggle to maintain independence	Heroism and nationalism
7.	Liberal Democracy	Proclamation of the development of the Indonesian state and nation
8.	Guided Democracy	The struggle to maintain independence
9.	New Order	Cold war world and global political changes
10.	Reformation	Indonesia during Liberal democracy and guided democracy
11.		Indonesia during the New Order
12.		Indonesia during the Reformation period
13.		Indonesia from the World during the information and communication technology revolution

Content, Design and Learning Objectives of History in Curriculum 2013

The Ministry of Education and Culture (2016) through the history curriculum, sets several objectives for history lessons, including: Fostering knowledge and understanding of the life of the people and the nation of Indonesia and the world through the historical experiences of the nation and other nations, Fostering a sense of nationalism, love for the country, and a critical understanding of

the achievements and achievements of both the Indonesian nation and mankind in the past, Building awareness of the concepts of time and space in thinking historically, Strengthening the ability to think historically, skills in the field of history, Cultivate attitudes based on values and morals that reflect the character of individuals, communities, and nations, Instill attitudes that focus on current and future life based on experiences from history, Understand and can deal with controversial issues to analyze problems in the surrounding community, Develop global understanding to analyze phenomena that are happening in the world.

The Ministry of Education and Culture (2016) explains that history subject matter aims to help students develop thinking skills and academic achievement. In addition, this lesson also aims for students to become inheritors of the nation's cultural values and care about community and state issues, both now and in the future. Furthermore, history teaching is designed to provide students with skills in historical thinking, build awareness of history, foster national values, provide inspiration, and connect local and national events with events that occur globally in a historical context.

4. CONCLUSION

The role of history lessons in the 2013 curriculum is understood as one of the subjects that has great potential and significant opportunities to instill historical awareness. This allows for the adoption of national values as well as the introduction of character values through compulsory Indonesian history materials as well as history in specialization groups. This specialization must be taken by students who choose social sciences (IPS) or natural sciences (IPA). When viewed as a whole, the scope of compulsory and specialization history studies is in accordance with the needs of students. However, there are weaknesses, such as overlapping material in Indonesian history. In the older curriculum, the grouping of compulsory and specialization history has undergone an evolution of competency standards (SK) which have now turned into core competencies (KI), indicating an improvement in competency achievement objectives.

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