

Inconsistency of Curriculum of Education in Indonesia

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ABSTRACT: *The life of the nation has not shown maximum results. Therefore the generation that was produced experienced a decline in adab, morality, and nationalism. This causes much juvenile delinquency such as students against teachers, fights between students, free sex (free sex), drug use, etc. This shows that education in Indonesia is problematic. The solution, there must be an integrated system in the components contained in the teaching and learning process. This unified system includes an intra or extra curriculum, in this text will be discussed further and in detail.*

Kehidupan bangsa belum menunjukkan hasil yang maksimal. Karenanya generasi yang dihasilkan mengalami kemerosotan adab, moral dan nasionalisme. Hal tersebut menyebabkan banyaknya terjadi kenakalan remaja seperti murid melawan guru, perkelahian antar pelajar, pergaulan bebas (free sex), penggunaan narkoba, dsb. Ini menunjukkan bahwa pendidikan di Indonesia bermasalah. Solusi, harus adanya sistem integrated dalam komponen-komponen yang termuat dalam proses belajar mengajar. Sistem integrated ini meliputi kurikulum intra ataupun ekstra, dalam naskah ini akan dibahas lebih lanjut dan detail.

Keywords: *Inconsistency, Curriculum and Education.*

INTRODUCTION

It has been 71 years that Indonesia has been independent, but efforts(National Education System Laws, 2014: 86) To educate the life of the nation have not shown maximum results. Therefore the generation that was produced experienced a decline in adab, morality, and nationalism. This causes much juvenile delinquency such as students against teachers, fights between students, free sex (free sex), drug use, etc. This shows that education in Indonesia is problematic.

In education, the most important thing is the process and purpose. To achieve a method and goals, an educational curriculum was prepared. This curriculum is designed to formulate very fundamental elements in educational praxis. The term curriculum began to be known in the realm of education in Indonesia in 1965, but over time this curriculum has always changed until now. These changes can be said to be an inconsistency in the purpose of education in Indonesia. Because in reality it has been proven that it hasn't produced anything maximally, because basically, the education curriculum in Indonesia is problematic. And the problem is the existence of inconsistent goals rather than the curriculum itself in highlighting the fundamentals.¶

Therefore the author will describe the inconsistencies of the education curriculum at Indonesia, causes, impacts, and solutions.

LITERATURE REVIEW

Definition of Inconsistencies in the Education Curriculum

Education is an important factor in the authority of a country. Thus to be able to understand the definition rather than the inconsistency of the education curriculum comprehensively, it is necessary to know in advance the definition of inconsistency, curriculum, and education (Afiful Ikhwan, 2013: 36). Next, we will find out the definition of the inconsistency of the education curriculum itself. Language terms Inconsistency has several meanings. Inconsistency in the large Indonesian dictionary (KBBI) is inconsistency/means disobedience, incompatibility. (Ministry of National Education, 2008: 537.) Furthermore, inconsistency in Arabic is "بِرَاضَةً" Masdar from "بِرَاضَةً". (Ahmad Warson Munawwir, 1997: 106) Whereas the inconsistency in English is "inconsistent" derived from the word "Inconsistent" and a word similar to that is "Incompatibility." which means lack of uniformity or coherence in thought or conduct (Oxford Advanced Learner's Dictionary, 2010: 760) Free translations such as lack of uniformity or coherence in mind or behavior.

The word the first curriculum was used in Indonesia in 1965; over time the curriculum has always changed. Etymologically, the curriculum is a "trajectory"; comes from the Latin language curriculum, whose meaning is the path or path (plural: curricula). (Deluxe Encyclopedic Edition, 1996: 361-362) Furthermore, in Arabic "جهنم" or "مِلْعَتْلَ جَاهَنِم" which can also be interpreted as a Teaching Plan (curriculum) (Ahmad Warson Munawwir, 1997: 168) And, in terms of the curriculum also can be interpreted as a set of plans and arrangements regarding the purpose, content, and learning materials used as guidelines for learning activities to achieve specific educational goals. (Ministry of National Education, 2003: 4) While in a general sense, we can interpret the education curriculum as all educational

activities to achieve the educational goals themselves. (Adian Husaini, 2015: 298)

Furthermore, the term "education" is taken from the word "educate" with the prefix "pe" and suffix "an" which has the meaning of action. (N. Sudirman, 1987: 4) The term education in the sense of meaning guidance given to children, taken from the Greek language "pedagogy", then became the term "education" after being translated into English, in other words, "Tarbiyah" in Arabic has one meaning with the term education. (Ramayulis, 2009: 83)

In terminology, education has a very complex definition. This is because there are differences in the perspectives of thinkers in defining the meaning of knowledge, even adjusting to the rapid development of the times. Therefore, the author tries to present the definition of education offered by thinkers or experts who are often used as an authoritative reference in the treasury of schooling.

Education in the view of KH. Abdullah Zarkasyi is the totality of activities in life that goes from waking up to going to sleep again, even the process of sleep is part of the education itself. (Abdullah Zarkasyi, 2005) Furthermore, according to Azyumardi education is a process of preparing young people to run their lives and fulfill their life goals effectively and efficiently. (Azyumardi Azra, 1998: 3) In another book, it is explained that education is an effort of a nation or State in fostering and developing self-awareness among individuals with the awareness of a country or State can inherit cultural wealth or thought to the next generation so that it becomes an inspiration for them in every aspect of life. (Azyumardi Azra, 2002: 3) Ki Hajar Dewantara at the first Taman Siswa Congress in 1930, he argued that education means the effort to advance the growth of character, (inner strength, nature), mind (intellect) and body child. (Choirul Mahfudz, 2013: 33)

So, we can conclude from the understanding of the inconsistency of the education curriculum that there is a bias or uncertainty of purpose rather than the use of the curriculum of education as an object in the teaching and learning process in Indonesia.

Inconsistencies in the Education Curriculum in Indonesia

In 1851 in Indonesia a school of "Javanese doctors" and a week school were established to train auxiliary teachers, then at the end of the 19th century, the school called "modern" was minimal. (Marwati Djoened Poesponegoro, 2003: 109) At that time also known as a figure of Raffles, he was lovers of the history of the land of Java; it is known that he was pleased in his scientific excavation assisted by highly educated coastal nobles. This nobleman helped him translate text from Javanese manuscripts into English

at that time (Afiful Ikhwan, 2018: 31). So that at this period can be called the translation period of the document.

In general, the view that always arises regarding changes in the education curriculum in Indonesia is a change in terms of progress and development of education so as not to lag behind the development of society, science, and technology. (Ma'as Shobirin, M.Pd, 2016: 5) Next, some information about curriculum changes that have been applied nationally in Indonesia. In the 1947 curriculum used " (Minister of Education, 2003: 5) Lesson plans" implanted, this was the first curriculum in Indonesia. So that the lesson plan as the beginning of the formation of the curriculum has several concepts of implementation, namely goals¹, the main elements of the curriculum², the structure of the program³. Then the education curriculum in 1947 was a curriculum with the separated curriculum. In 1950 the "Study Plan" was still used, the birth of this change because of the demands of Law No. 4 of 1950 concerning the Basics of Education and Teaching in School. However, at that time there was still no curriculum. From 1950-1958 which happened was only an improvement and this curriculum was used until 1964.

Continuing in 1964, the curriculum was perfected starting in 1958 and was valid until 1968. In the refinement, there was a division of groups, namely the group of creativity, taste, initiative, and krida. Until 1968 the curriculum was revamped with a breakthrough as the first "integrated curriculum" in Indonesia. Some life science subjects, natural sciences, etc., experience fusion into Natural Sciences (IPA) or what we now know as Science. In this curriculum there are also several concepts in support of its implementation consisting of a Program Structure which is divided into three sub-programs, namely Pancasila mental development and basic knowledge⁴ and special skills⁵. This year the first time the term curriculum was used in Indonesia.

And, in 1975 the birth of a new curriculum as a decree of the People's Consultative Assembly Number IV/MPR/1973 concerning the 1973 GBHN, with the aim of education "forming Indonesian human beings for national development in various fields. In the curriculum the concepts are

¹ Objectives that must be considered are (1) reduction in mind education, (2) can connect the content of lessons with everyday life, (3) pay attention to the arts, (4) improve character education, (5) improve physical education and (6) increasing awareness of state and community

² The Elements of the Curriculum are (1) the list of hours of study or program structure, (2) the outline of the teaching program

³ The program structure is divided into two: (1) program structures that use the language of instruction Region, (2) program structure that uses introductory language Indonesian.

⁴ Program includes the eyes of students (1) Counting (2) Science (3) Arts Education and (4) Family Welfare Education

⁵ For this particular skill a special skills program is used which covers education Special.

classified into program structures for elementary, junior high, high school and vocational schools, so GBP is for 1975 curriculum is known as a very detailed format.

The curriculum began to change again in 1984 as a refinement of the 1975 curriculum, so the curriculum was known as the curriculum 1975 which was perfected⁶. It was only when it moved from 1994 that the curriculum began categorized as mandated by Law Number 2 the Year 1989 concerning SISDIKNAS.⁷ (Ava Swastika Fahriana, 2018: 17)

As with the Competency Based Curriculum (KBK), this curriculum in its implementation has not yet reached all schools in Indonesia. So that the curriculum center, Balitbang Diknas together with the Technical Directorate have conducted trials in the framework of the development process of this competency-based curriculum. This means that the CBC curriculum only ends at the experimental stage. So based on PP No. 19 of 2005, the National Education Standards Agency (BNSP) has the authority to develop standards national education, including curriculum standards used by schools.

At the beginning of 2006, the KBK was dismissed, and KTSP⁸, emerged. It is compiled by the National Education Standards Agency (BSNP) which was subsequently determined by the Minister of National Education through the Minister of National Education (Permendiknas) Regulation number 22, 23, and 24 in 2006. According to Law number 24 of 2006 article 1 paragraph 15. Preparation of level curriculum This education unit is prepared by the school/madrasah education unit together with all school stakeholders. The 2013 curriculum as a new curriculum was arranged to also complement the previous curriculum. In this curriculum, the syllabus has been prepared by the government.

⁶ The 1984 curriculum applies based on the decision of the Minister of Education and Culture Number 0461 / U / 1983 dated October 22, 1983, concerning Improving the Basic and Secondary Education Curriculum in the Ministry of Education and Culture. In the decision there were 4 aspects that were perfected in the 1984 Curriculum, namely (1) implementation of PSPB (2) adjusting the objectives and structure of curriculum programs (3) selection of basic abilities, integration, harmony between cognitive, affective and psychomotor domains (4) implementing lessons based on learning completeness that is adjusted to the learning speed of each student.[]

⁷ The 1994 curriculum was implemented based on the Minister of Education and Culture Number 060 / U / 1993 dated February 25, 1993. The 1994 curriculum also contained three attachments: (1) Foundation, Program and Development GBPP curriculum (2) and (3) Curriculum Implementation Guidelines.[]

⁸ The Education Unit Level Curriculum (KTSP) is an operational curriculum prepared by and implemented in each education unit. So, the preparation of KTSP is carried out by educational groups by observing competency standards and essential competencies developed by the National Education Standards Agency (BSNP). Besides that, the development of KTSP must be adapted to the conditions of the education unit, the potential and characteristics of the region, as well as students

Meanwhile, the emphasis on graduate competency standards is emphasized in three domains, namely attitudes, skills and knowledge with the formation of views as the primary values. Also, the 2013 curriculum implementation plan is the integration of local content in the national curriculum. So, from the entire curriculum, we can see the extent to which education practitioners are looking for the right formula to be applied in the national education process so that the Indonesian nation is seen as developing and participating in the life of countries in the world equal and equal to the advanced nations. (H.A.R. Tilaar, 2012:6)

The Cause of The Occurrence of Indonesia

Against the background of these problems, the term globalization³¹ (Deluxe Encyclopedia edition, , 1996: 538) Has always been associated with changes in the paradigm of society not reduced also in changes in education. However, the science of school in Indonesia is still a replica of the pedagogical sources of Western civilization. (H.A.R. Tilaar, 2012: 7)

Ir. Soekarno said that each nation has its conceptions and ideals by the conditions, challenges, and characteristics of the country concerned, in their view, namely: *"There are no two nations in the same way. Each nation has its way of fighting, has its characteristics. Therefore, in essence, the nation as an individual has his personality. Personality manifested in various things, inside its culture, in its economy, in its character, etc."* (Soekarno, 1958). (General Secretariat of the MPR RI, 2016:2)

But because of the swift influence of globalization, conceptions, and aspirations have not yet been achieved. So that through an educational process a nation tries to achieve advances in various fields of its life, both in the fields of economics, social, political, scientific, technological and in other fields of cultural life (H.A.R. Tilaar, 2013: 64); (Afiful Ikhwan, 2017: 91).

Therefore, stakeholders always aspire to make Indonesia a stable country. But in reality, this is only a desire, because the adagium that is spread in the community about the views of stakeholders is "change the Minister, change policy". With this view, the result is the inconsistency of the education curriculum system in Indonesia, so we review the extent of the influence of power in the future the first president to date to this inconsistency.

1. President Ir. Soekarno (1945-1965)

At that time, the education curriculum in Indonesia was still influenced by the Dutch and Japanese colonial education systems, so it only continued that had been used before. The Study Plan of 1947 may be said to be a substitute for the Dutch imperial education system. Because the atmosphere of life of the nation at that time was still in the fighting spirit of

independence, education emphasized more on the formation of the human character of an independent and sovereign Indonesia and paralleled to other nations on this earth. The orientation of the Lesson Plan 1947 does not emphasize mind education. What is prioritized are character education, awareness of the state and community. The subject matter is related to everyday events, attention to art and physical culture.

Entering 1952 the curriculum in Indonesia experienced improvements. This curriculum is more detailed in each subject called the Unraveling Lesson Plan 1952. "The syllabus of the subject is very clear, a teacher teaches one subject," said Djauzak Ahmad, Director of the Ministry of National Education Basic Education period 1991-1995. At that time a community class was formed. That is a particular school for 6-year low school graduates who do not continue to junior high school. The community class teaches skills, such as agriculture, carpentry, and fisheries so that children cannot afford to go to junior high school, can work immediately.

The main ideas of the 1964 curriculum that characterize this curriculum are that the government has the desire that the people get academic knowledge for debriefing at the elementary level so that learning is centered on the Pancawardhana program (Hamalik, 2004), which is moral, intelligence, emotional / artistic development skill, and body.

2. President Soeharto (1966-1998)

The birth of the 1968 Curriculum was political in that it replaced the Education Plan 1964 which was imaged as a product of the Old Order. The goal is the formation of a true Pancasila man. The 1968 curriculum emphasizes the approach to the organizational subject matter: the Pancasila coaching group, basic knowledge, and special skills.

The 1975 curriculum emphasizes goals so that education is more efficient and effective. "The background is the influence of the concept in the field of management, namely MBO (management by objective) which was famous at the time," said Drs. Mudjito, Ak, MSi, Director of Development of the Ministry of National Education Kindergarten and Elementary School (Dalmeri Mawardi, 2018: 213). Methods, material, and teaching objectives are specified in Instructional System Development Procedures (PPSI). This era is known as the "learning unit," which is the lesson plan for each unit of discussion. Furthermore, this 1984 curriculum carries a process skill approach. Although the priority of a process approach, the goal remains an essential factor. This curriculum is also often called the enhanced 1975 curriculum. Students position placed as studying subject. From observing something, grouping, to discuss, to report. This model is called the Active Student Learning Method (CBSA) or Student Active Learning (SAL). A prominent figure behind the birth of the 1984

curriculum is Professor Dr. Conny R. Semiawan, Head of the Ministry of National Education Curriculum Center 1980-1986. The 1994 curriculum was made as a refinement of the 1984 syllabus and carried out by Law no. 2 of 1989 concerning the National Education System. This has an impact on the learning time-sharing system, namely by changing from the semester system to the quarterly system. In reality, the purpose and process have not been successful because the learning burden of students is considered too heavy (Dian I.J, 2017: 158).

3. President Ir. B.J. Habibie (1998-1999)

During the Habibie leadership, the interests of community groups pushed for specific issues to be included in the curriculum. As a result, the 1994 curriculum became a super solid curriculum. Presence of Supplements The 1999 syllabus is more about patching several materials.

4. President Megawati (2001-2004)

The 2004 curriculum is more relaxed with the name of the Competency-Based Curriculum (CBC). Each subject is specified based on what competencies students must achieve. The confusion arises in measuring the achievement of student competencies in the form of School Final Exams and National Exams which are still in the way of multiple choice questions. If the goal is to achieve the desired competencies in students, of course, the measurement tools are more in practice or problem description that can measure the extent of understanding and competence students. As a result, the results of the CBC were unsatisfactory, and the teachers did not understand exactly what the curriculum makers wanted the competencies to be.

5. President Susilo Bambang Yudhoyono (2004-2014)

In early 2006 the CBC trial was stopped, KTSP appeared. Compiled by the National Education Standards Agency (BSNP) which was subsequently determined by the Minister of National Education through the Ministry of National Education (Permendiknas) Regulation number 22, 23 and 24 in 2006. The purpose of this KTSP includes national education goals and conformity with specificities, conditions and potential areas, educational units and students. Therefore the curriculum was prepared by the education unit to enable the adjustment of educational programs to the needs and potential in the region. The purpose of this KTSP Preparation Guide is to become a reference for SD/MI/SDLB, SMP/MTs/SMPLB, SMA/MA/SMALB, and SMK/MAK education units in the preparation and development of the curriculum to be carried out at the level of the education unit concerned. At the end of 2012, the KTSP was considered to be unsuccessful, because the school and the teachers did not fully understand the KTSP and the emergence of various curricula which were

difficult to achieve national education goals. So starting in early 2013 SBC was stopped at several schools.

6. President Jokowi (2014-present)

The policy of the Minister of Education Muhammad Nuh in the period 2009-2014 the reason for the emergence of the 2013 curriculum was an improvement over the Education Unit Level Curriculum (KTSP), then continued by Minister of Education Anis Baswedan and the policy that emerged was that the previous implementation was not yet ready and a number of unclear content. Another case is the Education Minister Muhadjir Effendi who was just sworn in on July 27, 2016, replacing Anies Baswedan (Muntholib: 2018: 255). According to him, the 2013 curriculum is not too synchronous with the Navasota concept which is the reference for the Jokowi-JK Government; the idea emphasizes character development early on. But the curriculum 2013 compiled by the previous government, did not provide the most portion high for manners education (Muhadjir Effendi during an audience during a visit at the *Republika* daily office in Jakarta 24/8). So from some of the explanations above the real hope is that our government can stimulate itself with the people to change the situation, rise from the deterioration of social, political, legal and economic conditions. What we are witnessing, hope is still far from the fire, not to be called a continuing decline. And this is what makes an opinion that the change in policy in the national education system is an inconsistency of stakeholders in addressing problems especially in the field of education.

DISCUSSION

Impact of Consistency of Curriculum

Evidence of the inconsistency of the education curriculum system in Indonesia, one example occurred in the field of teaching history. In a study conducted by Umasih (Umasih and Darniasti Darmiasti, 2002), various interesting conclusions were revealed regarding the teaching of history in Indonesia and the writing of the textbooks between 1964 and 1994.

First, the history of national teaching curriculum is strongly influenced by political change. For example, in the Liberal Democracy Era, in 1950 a national education policy was successfully formulated called the Indonesian Education Foundation and System. At this time, because the era of openness of democracy is warming, the goal of education is one of them is to create a democratic society, including the teaching of history in which it aims. However, because the political wind turned centralized in the hands of Sukarno in the era of Guided Democracy, the mission of democratizing the teaching of history was never achieved (Musyarapah, 2017: 32).

The situation got worse when Suharto took office. Suharto assumed that teaching history did not teach love for the country. Therefore, the history curriculum is directed at instilling nationalism. Even from 1983 to 1994 the New Order Government required new historical subjects to be given the name of the Nation's Struggle History Lesson. By Darmiasti, this lesson along with several books the text is called "ideological" palajaran history. When the political wind changed, in 1994 the history curriculum changed to become less ideological with the abolition of PSPB. The curriculum returns to efforts to teach history as part of the "science" to teach a critical and democratic attitude. This goal is valid until the KTSP curriculum is implemented (Kambali Zutas, 2017: 16); (Muhammad Syahrul Kahar, 2018: 79).

Second, in general, Indonesian historical writing is influenced by the Nederlando-centric, Indonesian-centric tendency, and the so-called Darmiasti and Umasih as "scientific" writing. The issue with Nederlando-centric is Indonesian historical writing that places Indonesian history as a mere extension of Dutch history. As an anti-thesis, there tends to be a history of writing that places "Indonesia" as the main actor of his history. This anti-thesis is called the Indonesia-centric approach while the so-called clear tendency by Darmiasti is defined as history that is not "ideological" or "philosophical," but rather history which is supported by academic tradition. (Darmiasti, 2002: 13). This final definition is rather complicated and less acceptable considering history ideologically written ones also have their academic traditions.

According to Darmiasti, Indonesian-centric writing only emerged around the 1980. (Darmiasti, 2002: 125). Before that, in the era of the 1970 (especially the 1975 curriculum) history lessons were conveyed in a scientific (scientific) approach, including in writing history books but later turned out to be very ideological with the emergence of the PSPB (National History of Struggle Education) learning policy. Historical novels are focused on fulfilling the hegemonic doctrinal interests of power. (Umar Sidiq, 2018: 167) ;(Masih, 148). Only later in 1944 did the change come back by including academic elements in the writing of history books. That is, the scientific approach begins to appear again. (Masih, 151).

The third conclusion, these two authors almost agree that the best version in teaching history is teaching history as "science" as other sciences. Darmiasti called the teaching of this model "... aimed at building children's reasoning power student. A critical attitude is built on students. " (Darmiasti, 14) It is also suggested that the approach historical teaching of this model was adopted from the education of historical American models and seemed to be considered better than the teaching of history which is ideological doctrine. (Masih,149)Perhaps this is what Bertrand Russell calls the status quo phenomenon, leading public opinion to be willing to fight for

its sustainability. Government people, according to Bertrand Russell, tend to preserve particular types of people by setting aside all other classes. Indeed, in "sick people," "sick people" will take advantage of it. Unfortunately, these "sick people" have ample opportunity to maintain the status quo, as what it wants. (Sudarwan Denim, 2003: 7)

Solution

In the 1978 GBHN, it was stated that education lasts a lifetime and is carried out in a household, school and community environment. Therefore knowledge is a shared responsibility between family, community, and government. Meanwhile, in the 1993 GBHN, it was also stated that national education was developed in an integrated and harmonious manner, both between various channels, types, and levels of education and between the education sector and other development sectors as well as between area. The concept of education for life has long been thought by education experts from time to time. For Muslims, long before Westerners raised it, there was revealed wisdom from Imam Ahmad bin Hanbal "Demand knowledge from the cradle to the pit". The concept is re-actualized with the publication of the book *An Introduction to Lifelong Education*, in 1970 by Paul Legrand, (St.Vembriarto, 1981:100). The further developed by UNESCO.⁹ For Indonesia itself, the conception of education a new lifetime began to be socialized through state policy (TAP MPR No. IV/MPR/1973jo. TAP No. IV/MPR/1978 concerning GBHN). To realize a lifetime concept of education is the existence of an integrated system in the components contained in the PBM process. This integrated system includes both in terms of intra or extra curriculum. Sometimes both can be the nature of the same activity. That way, wherever the concentration of any field and profession of students will be in the future, he has standardized scientific attitudes in harmony with normative religious values that encourage moral (Akhlaq). The pattern of integration should be prepared, both in subjects (TIU and ICT) and teaching materials from each intra or extra subject.

So, basically the purpose of education in Indonesia has been contained in the 1945 Constitution No.20 of 2003 concerning the National Education System, that the use of education is to develop the potential of students to become human beings who believe and fear the Almighty God, are noble, healthy, knowledgeable, capable, creative, independent, and become citizens who democratic and responsible (National Education System: 2014: 14). Furthermore, macro national education goals aim to form autonomous educational organizations so that they can innovate in education to go to an ethical institution, always use reason, have the ability to have positive social communication and have healthy and resilient human resources. While micro-national goals of education are to form a man who is

⁹ UNESCO stands for United Nations Educational Scientific and Cultural Organization, a world body from the United Nations engaged in the world of education.

devoted to God YME, ethical (civilized and insightful Indonesian culture), has a reason (advanced, capable, intelligent, creative, innovative and responsible), communication skills good, healthy body to become an independent human being. (Mulyasa, 2015: 18)

Whereas in the PP of the Republic of Indonesia No. 32 of 2013 concerning changes to PP No. 19 of 2005 concerning the National Education Standards explained that improving the quality and competitiveness of Indonesian human resources in education outcomes has become a national commitment. National Medium Term Development Plan 2010-2014: "states that one of the core substances of the action program in the education sector is the rearrangement of the school curriculum to encourage the creation of student outcomes that can answer the needs of the source human power to support regional, national growth. " (National Education System, 2014: 125) And, some figures view the purpose of education. According to H.A.R Tilaar, what happens in society in terms of education is the element of intervention by stakeholders in education. So the goal that must be achieved by educational institutions on the demands of the community as one of the rights holders is that educational institutions must be able to accommodate what is desired by the city and not only accommodate what wanted by the bureaucracy. (Tilaar, 2012: 468-469) As with Hamalik, in general, he said that the goal is so that we can describe behavior and can make it an accurate way to determine outcomes rather than teaching itself. (Oemar Hamalik, 2004: 109) Meanwhile, Syed Muhammad Naquib Al-Attas gave an understanding of the purpose of education in Islam is "The aim of education in Islam is to produce a good man" (Syed Muhammad Naquib al-Attas, 2014: 1). The free translation is, the essence of the purpose of Islamic education is to produce a perfect generation of people (Insan Kamil). (Syed Muhammad Naquib al-Attas, 2014) In his other book, it is said that the purpose of education, in general, is applied in countries in the world that are community and state-oriented. (Syed Muhammad Naquib al-Attas, 1998: 163) if viewed carefully the understanding of the purpose of education, in general, has the same goal, namely how to create a perfect human (Insan Kamil).

CONCLUSION

From the discussion above, the writer concludes that in facing the policy of establishing an education curriculum in Indonesia, it must take the form of innovation rather than imposing a system of a stakeholder to become a reference so that a policy inconsistency arises. Because in essence, the discrepancies that occur in this educational curriculum have a very negative impact on educators and students. So, Syed Mohammad Naquib al-Attas in the introduction to the book Aims and Objectives of Islamic Education as well explained that the main problem of education today is

generally "loss of Adab" which is the form of the influence of the inconsistency.

So, in fact the framework of the education curriculum in Indonesia already has standard values and is written in the 1945 Constitution of the Republic of Indonesia concerning the National Education System and certainly can make the system robust and in line with expectations along with a complete soul foundation, motto, orientation, synthesis and five-term that are not consumed by time-and that becomes the basis foothold in the formulation of the vision and mission set by the State.

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