ALGEBRA : JURNAL PENDIDIKAN, SOSIAL DAN SAINS

ISSN : 2807-663X e-ISSN : 2807-629X
Journal Homepage : https://algebra.yana.or.id/index.php/ejournal/index
Volume 6 Number 2 (2026)

HISTORY EDUCATION CURRICULUM IN INDONESIA

Dwita Aprilla Amir[1], Bahri[2]
[12] Program Studi Pendidikan Ilmu Sosial, Fakultas Ilmu Sosial, Universitas Negeri Makassar, Makassar, Indonesia.
Correspondence Email: bahri@unm.ac.id

ABSTRACT

The curriculum is a fundamental component of the education system, determining the direction, objectives, and learning process. In the context of history education in Indonesia, the curriculum plays a crucial role in developing students' historical awareness, national identity, and national character. This article aims to analyze the development of the history education curriculum in Indonesia and the shifting learning paradigms that have occurred over time. This research uses a qualitative method with a literature study approach that analyzes various sources, books, scientific journals, and educational policy documents. The results of the study indicate that the history education curriculum in Indonesia has undergone a transformation, shifting from a narrative and indoctrinative approach to a competency-based approach and historical thinking. This change is also marked by a shift from a teacher-centered learning model to a student-centered one. Furthermore, recent curricula, such as the 2013 Curriculum and the Merdeka Curriculum, provide greater scope for the development of critical thinking skills, historical source analysis, and project-based learning. However, the implementation of the history curriculum still faces various challenges, such as low student interest in learning, limited teacher competency, and the lack of utilization of digital technology in history learning. Therefore, strengthening historical literacy, pedagogical innovation, and technology integration are crucial factors in developing future history education curricula.

Keywords: history education, curriculum, Merdeka curriculum, history learning, historical thinking

INTRODUCTION

The curriculum is an educational blueprint that includes learning objectives, materials, methods, and evaluation (Ode & Safarudin, 2021). In the Indonesian national education system, the curriculum serves not only as a technical guideline for learning but also as a policy instrument reflecting the nation's social, political, and cultural values (Lukum et al., 2024). History education holds a strategic position in the national education system because it plays a role in shaping students' national identity, historical awareness, and national character.

The history of Indonesian education shows that the history curriculum has consistently undergone significant changes in line with political dynamics and educational policies. From the postcolonial curriculum, which was imbued with nationalistic narratives, to the competency- and character-based curriculum of the contemporary era, each phase reflects a different paradigm in viewing history learning (Wijaya, 2018). History is not simply a collection of past facts, but a construct of knowledge with ideological, political, and pedagogical dimensions (Aditya, 2026). Therefore, the history education curriculum is always closely linked to the socio-political dynamics developing within a country. In the Indonesian context, the history education curriculum has undergone significant changes since independence through the Merdeka Curriculum era. These changes not only reflect developments in educational theory and historiography but are also influenced by changes in political regimes and state policies (Budiono & A, 2017).

During the Old and New Order eras, history tended to be used as a tool to legitimize power. However, entering the reform era, the history education curriculum began to be directed toward developing critical thinking competencies and historical literacy (Kulyasin, 2025). This curriculum change impacted not only historical material but also learning methods, evaluation, and the competencies expected of students. Even in the current digital era, new challenges have emerged regarding how history is taught contextually and relevant to students' social lives (Paramita et al., 2025). The Merdeka Curriculum then reinforced this approach by emphasizing project-based learning and strengthening the Pancasila Student Profile (Kemendikbudristek, 2024). Thus, it is important to examine the development, characteristics, challenges, and direction of history education curriculum development in Indonesia.

RESEARCH METHODS

This research employs a qualitative approach using library research. This method was used to review various sources of books and articles discussing the development of the history curriculum in Indonesia. Research data were obtained from various sources, such as academic books, scientific journal articles, and research reports relevant to the topic of study. The data analysis process was carried out through several stages: literature collection, source classification, content analysis, and data interpretation. The literature used primarily came from educational journals, historical studies of education, and curriculum policy documents published by the government. The analysis was conducted by identifying patterns of curriculum development, changes in the paradigm of history learning, and challenges faced in curriculum implementation. This approach enabled researchers to gain a comprehensive understanding of the dynamics of the history curriculum in Indonesia and its implications for learning practices in schools.

RESULTS AND DISCUSSION

The Development of the History Education Curriculum in Indonesia

The development of the history education curriculum in Indonesia can be traced back to the early days of independence. The first curriculum after independence was known as the 1947 Lesson Plan. This curriculum was still influenced by the colonial education system, but began to be directed towards instilling nationalistic values and a spirit of nationalism (Sarmila et al., 2025).

The development of the curriculum in Indonesia can be seen based on the following educational policy periods:

1. Postcolonial Curriculum (1945-1960)
   In the early phase of independence, history education focused on strengthening nationalism and legitimizing independence. The history education curriculum was still influenced by the colonial system but was directed towards building national identity (Sumardin, 2024). This approach tended to be teacher-centered and narrative. An article by Touwe et al., (2025), explains that history teaching during this period provided little space for critical thinking because it emphasized memorizing the facts of the nation's struggle. In the following period, the government developed the 1952 Detailed Lesson Plan, which provided a detailed description of

learning objectives and materials (Raprap et al., 2023). However, the learning approach was still dominated by teacher-centered lecture methods.

2. Old Order and New Order Curriculum (1960s-1980s)
   During the Old Order, the 1964 Curriculum promoted the revolutionary character education model of Pancawardhana (Anas et al., 2025). However, after the events of 1965 and the arrival of the New Order, the curriculum experienced ideological distortion, where history was used to perpetuate the official state narrative (Fathiya et al., 2024). At that time, the textbook used as a history teaching material was Sanusi Paneyang's "History of Indonesia" (4 volumes), written at the request of the Japanese in 1943-1944 and then reprinted in 1946 and 1950. Interestingly, the book did not include a section on the History of the National Movement. This section was only added in the 1950 edition (Nebras, 2025).
3. The Reform Era and Curriculum Modernization Efforts (1990-2000s)
   The 1994 curriculum began to open up space for historical thinking by incorporating primary source skills. The 2004 KBK (Curriculum-Based Curriculum) and the 2006 KTSP (Curriculum-Based Curriculum) marked a shift toward competency, with the primary goal of dominating learning outcomes rather than solely factual knowledge (Winarso, 2015). According to Siahaan (2016), this competency approach provides teachers with the opportunity to integrate contextual learning experiences.
4. 2013 Curriculum
   The 2013 Curriculum introduced a scientific learning approach that emphasizes the skills of observing, questioning, reasoning, experimenting, and communicating (Nurhayati, 2016). In history education, the focus is on historical thinking skills, discussion, and project-based learning (Rivaldi, A. B., Pamungkas, 2020).
5. Independent Curriculum
   The Independent Curriculum emphasizes the Pancasila student profile, learning differentiation, and project-based learning (PjBL). History education is directed not only at understanding facts, but also at critical thinking skills, value reflection, and multi-perspective understanding (Kemendikbudristek, 2024). The integration of authentic sources and analytical projects transforms the history classroom from a "data storage" space into a "thinking laboratory." This not only enriches factual knowledge but also develops critical reasoning, which is the core of the Pancasila Student Profile in the Independent Curriculum.

Characteristics of the History Curriculum Paradigm Shift

The development of the history education curriculum in Indonesia can be traced back to the early days of independence (Desy & Buna'i, 2026). The development of the history education curriculum in Indonesia demonstrates a significant paradigm shift. One key change is the shift from a narrative approach to a competency-based approach. While previous learning emphasized memorization of facts and chronology of events, the modern curriculum emphasizes historical thinking skills.

1. From Narrative to Competence
   History is no longer just memorizing facts, but also developing historical thinking skills. History education in the Independent Curriculum era is no longer about burdening students' memories with year numbers, but rather about honing logical acuity. History is a lesson in "how to think," equipping students to become critical, reflective citizens who are not easily manipulated by a single, shallow narrative (Syahputra, M. I., Purwant, H., Pustaka, 2025).
2. From Teacher-Centered to Student-Centered
   Student-centered learning has significant advantages over teacher-centered learning. Student-centered learning encourages students to be active and independent in their learning, thus strengthening their technological literacy. This is because student-centered learning is highly relevant when integrated with technology (Nisa, A. K., Tinofa, N. A., Noptario, N., Abdullah, 2024).
3. From Single Narrative to Multiperspective
   Multiperspectives are particularly well-suited for teaching historical thinking. We can view the past from multiple perspectives. Diverse perspectives are inevitable; in history, diverse historical sources must be utilized in classroom learning activities (Tati et al., 2024). Students must be made aware that interpretation is a crucial aspect of learning history. Students must be taught that history has diverse interpretations. Teachers need to teach students multiperspectives and

multiinterpretations (Alfian, 2017). Modern approaches prioritize students' active role in investigating sources and constructing knowledge.

4. Digital Integration in History Learning
   The integration of digital technology in history learning can increase student engagement through more interactive and immersive learning experiences. However, there are concerns that reliance on digital technology may reduce students' ability to develop critical thinking skills independently, particularly in analyzing historical sources (Firmansyah, 2024).

Challenges and Opportunities in the History Education Curriculum

Although the history education curriculum continues to evolve, its implementation still faces various challenges. One major challenge is low student interest in history (Sumardin, 2024). Many students perceive history as a boring subject, focusing solely on memorizing past events (Abdul et al., 2025).

Another challenge is the limited competence of teachers in implementing innovative learning approaches (Ashari et al., 2025). Some teachers still use outdated teaching methods, which are less effective in encouraging student engagement. Furthermore, the use of digital technology in history learning remains quite limited in some schools.

1. Challenges
   - Lack of student interest in learning, stigma of rote learning: Students tend to view history as an excessively demanding task because it focuses on memorizing years, names of figures, and locations without understanding the essence of the events (Kurniawan, 2017).
   - Quality of history teachers: many teachers lack training in critical historical approaches and the use of primary sources.
   - Traditional learning resources, such as textbooks, still dominate; the use of primary and digital archives is not yet optimal. By utilizing digital primary sources, history teachers can present material more authentically and contextually for students, while also supporting students' digital literacy, critical thinking, and analytical skills (Ashari et al., 2025).
2. Opportunities
   - Digital technology and online archives, digital museums, and online resources enrich the history learning experience (Susilo et al., 2026).
   - Project approaches and community engagement: learning local history through community projects can increase the relevance of learning (Januardi et al., 2024).
   - Cross-disciplinary integration: history can be combined with media literacy, anthropology, and cultural studies to enrich students' knowledge and perspectives (Yuliati et al., 2025).

However, advances in digital technology also open up significant opportunities for innovation in history learning. The use of digital media, documentaries, virtual museums, and online historical resources can increase student interest and make history learning engaging and interactive.

CONCLUSIONS

The development of the history education curriculum in Indonesia demonstrates dynamics closely linked to political, social, and national education policy changes. From the initial curriculum oriented toward nationalistic narratives to the modern curriculum emphasizing competency and historical thinking, history education continues to undergo significant transformation. The changing paradigm of history learning also demonstrates a shift from a teacher-centered learning model to a student-centered one. This approach provides greater scope for the development of critical thinking skills, historical source analysis, and a multi-perspective understanding of historical events. However, the implementation of the history education curriculum still faces various challenges, such as low student interest in learning, limited teacher competency, and the inadequate use of digital technology. Therefore, ongoing efforts are needed to improve the quality of history learning through pedagogical innovation, strengthening historical literacy, and integrating technology into the learning process.

Recommendations

a. The government needs to continue strengthening teacher training in historical thinking approaches and primary sources.
b. The application of digital technology as a learning resource must be supported by teacher infrastructure and literacy.
c. The history curriculum needs to be continuously integrated with contextual learning experiences and local communities.

BIBLIOGRAPHY

Abdul, M. D., Hadtan, A., Ariyani, Z., Setya, D. P., Fauziyyah, R., & Saefudin, A. (2025). *Mengapa Sejarah Tidak Lagi Menarik ? Studi Empiris Tentang Rendahnya Motivasi Belajar Di Kalangan Mahasiswa Tadris IPS*. *4*(4).

Aditya, P. (2026). *Titikala Jurnal Pengaruh Filsafat Positivistik dalam Ilmu Sejarah : Suatu Telaah Titikala Jurnal*. *2*(1), 1–15.

Alfian, S. Y. (2017). Multiperspektif Dalam Mata Pelajaran Sejarah: Langkah Nyata Menghargai Kebhinekaan Di Ruang Kelas. *Jurnal Sejarah Dan Budaya*.

Anas, M. H., Bakti, S., Nasril, Y., & Adawiyah, R. (2025). Analisis Perkembangan Kurikulum Pendidikan Nasional di Indonesia dari Kurikulum 1947 hingga Kurikulum Merdeka : Studi Literatur. *Jurnal Kependidikan*, *14*(1), 1259–1272.

Ashari, H., Purwanta, H., & Pelu, M. (2025). Pelatihan Pemanfaatan Sumber Primer Digital Sejarah untuk Menigkatkan Kompetensi Guru Sejarah Sekolah Menengah Atas di Kabupeten Boyolali. *Jurnal Abdi Masyarakat Indonesia*, *5*(6), 2971–2986.

Budiono, H., & A, A. F. (2017). *Perkembangan Historiografi Buku Teks Sejarah Di Indonesia Masa Orde Baru Hingga Reformasi*. *1*(1), 36–43.

Desy, A., & Buna'i. (2026). *TRANSFORMASI KURIKULUM PAI DI INDONESIA : 11*(1), 1–14.

Fathiya, S., Utami, D., Nuraryadi, M. R., Almauqy, M. F. F., Sultan, U., & Tirtayasa, A. (2024). TRANSFORMASI DAN PENGARUH KEBIJAKAN PENDIDIKAN PADA MASA ORDE BARU DI INDONESIA. *Jurnal Studi Sejarah*, *3*(1).

Firmansyah, H. (2024). Pengaruh Penggunaan Teknologi Digital dalam Pembelajaran Sejarah terhadap Berpikir Sejarah Peserta didik. *Innovative: Journal Of Social Science Research*, *4*, 7704–7714.

Januardi, A., Superman, & Nur, S. (2024). *Integrasi Nilai-Nilai Tradisi Masyarakat Sambas dalam Pembelajaran Sejarah*. *4*, 794–805.

Kemendikbudristek. (2024). *Kurikulum Merdeka*.

Kulyasin, D. (2025). *Ilmu sejarah*.

Kurniawan, A. (2017). KURNIAWAN, A. (2017). Hubungan antara minat belajar sejarah dengan prokrasinasi akademikpada mata pelajaran sejarah siswa kelas xi SMA Negeri 1 Ngimbang. *Jurnal Pendidikan Sejarah*, *5*(1), 1599–1608.

Lukum, A., Suking, A., Paramata, N. R., Achmad, N., & Djafar, N. (2024). *Pengembangan Kurikulum Pendidikan*. Uwais Inspirasi Indonesia. https://books.google.com/books?hl=id&lr=&id=jJnyEAAAQBAJ&oi=fnd&pg=PR11&dq=Dalam+sistem+pendidikan+nasional+Indonesia,+kurikulum+tidak+hanya+berfungsi+sebagai+pedoman+teknis+pembelajaran,+tetapi+juga+sebagai+instrumen+kebijakan+yang+mencerminkan+nilai+sosial,+politik,+dan+kebudayaan+suatu+bangsa+&ots=OjCHS3-Cz9&sig=ZegjECT4XdfvS6YyVUUqos7Yw5k

Nebras, A. (2025). Kurikulum pendidikan sejarah pada masa orde baru. *Jurnal Media Akademik*, *3*(4).

Nisa, A. K., Tinofa, N. A., Noptario, N., Abdullah, F. (2024). Transisi pembelajaran teacher centered menuju student centered: Penguatan literasi teknologi siswa sekolah dasar. *Jurnal Karya Ilmiah Guru*, *9*(3), 1453–1460.

Nurhayati, A. S. (2016). Mengintegrasikan TIK ke dalam pembelajaran berbasis pendekatan saintifik sesuai kurikulum. *Jurnal Teknodik*, 29–46.

Ode, L., & Safarudin, M. (2021). Model Implementasi Kurikulum Ornstein dan Hunkins:(Modernisme dan Postmodernisme). *Jurnal Inovasi Kurikulum*, 141–156.

Paramita, E., Ratnasari, D., & Husna, A. (2025). *Transformasi Perkembangan Kurikulum di Indonesia*. *5*, 169–184.

Raprap, W. P., Rustiyana, R., Firdaus, N., Pitaloka, W. P., Sudrajat, A., Permasih, D., & Aryadi, A. (2023). *Telaah Kurikulum*. Tahta Media.

Rivaldi, A. B., Pamungkas, S. (2020). Implementasi Pendekatan Scientific Dalam Pembelajaran Sejarah di SMA Negeri 4 Muaro Jambi dalam Kurikulum 2013. *Jurnal Istoria*, *4*(2), 38–50.

Sarmila, Andini, T., Febrianti, I., Rina, Aulia, R., & Suryani, M. (2025). *LEMBAGA PENDIDIKAN YANG BERJIWA NASIONAL*. *12*(2), 246–255.

Siahaan, A. (2016). REFLEKSI POSISI PENDIDIKAN SEJARAH DALAM KEBIJAKAN KURIKULUM KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP) Adela Siahaan* dan Siti Jubaedah*. *Jurnal Program Studi Pendidikan Sejarah*, *10*, 78–86.

Sumardin, O. (2024). Pentingnya Pendidikan Sejarah Dalam Pembentukan Identitas Bangsa. *Jurnal*

Multidisiplin ilmu, *2*, 27–33.

Susilo, A., Sariyatun, & Akhyar, M. (2026). *MODEL PEMBELAJARAN ABAD 21 BERBASIS DIGITAL-KULTUR PADA PEMBELAJARAN*.

Syahputra, M. I., Purwant, H., Pustaka, D. (2025). *Menghidupkan Kelas Melalui Cara Berpikir Historis (Melihat Makna dalam Baris Sejarah)*. Detak Pustaka. https://books.google.com/books?hl=id&lr=&id=IVGhEQAAQBAJ&oi=fnd&pg=PA137&dq=Sejarah+tidak+lagi+hanya+hafalan+fakta,+tetapi+juga+keterampilan+berpikir+historis&ots=ddInwispG-&sig=_hquv1FjNCXnPXbFQge_hzIwGGg

Tati, A. D. R., Mustari, U. A., & Bahri. (2024). Talk to Each Other : Strategi Penanaman Nilai Multikultural Untuk Membentuk Karakter Profil Pancasila Melalui Mata Pelajaran Sejarah. *EKOMA: Jurnal Ekonomi, Manajemen, Akuntansi*, *3*(3), 2020–2025. https://doi.org/https://doi.org/10.56799/ekoma.v3i3.3361

Touwe, S., Wahyu, R., Putro, S., & Maysuri, T. (2025). Mengintegrasikan Narasi Sejarah Nasional ke dalam Pendidikan Indonesia Kontemporer. *Hatunuku: Jurnal Pendidikan IPS*, *1*(1), 15–27.

Wijaya, A. (2018). Transformasi Kurikulum Sejarah di Indonesia: Dari Narasi Nasionalistik ke Kompetensi. *Jurnal Pendidikan Sejarah*.

Winarso, W. (2015). Dasar Pengembangan Kurikulum Sekolah. *philarchive*.

Yuliati, U., Maryuni, Y., & Djono. (2025). *PARADIGMA BARU PEMBELAJARAN SEJARAH : INTEGRASI PENDEKATAN INTERDISIPLINER DAN MULTIDIMENSIONAL DALAM MEMBANGUN*. *11*(2).