



Competency-Based Curriculum Development in Indonesia

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ABSTRAK

Pengembangan kurikulum berbasis kompetensi merupakan salah satu upaya strategis yang dilakukan pemerintah Indonesia untuk meningkatkan mutu pendidikan dan menghasilkan sumber daya manusia yang mampu menghadapi tantangan global. Kurikulum berbasis kompetensi menekankan pada pencapaian kompetensi peserta didik yang mencakup aspek pengetahuan, keterampilan, dan sikap secara terpadu. Pendekatan ini bertujuan untuk memastikan bahwa peserta didik tidak hanya menguasai materi pembelajaran secara teoritis, tetapi juga mampu menerapkan pengetahuan yang dimiliki dalam berbagai situasi kehidupan nyata. Artikel ini bertujuan untuk mengkaji konsep, tujuan, karakteristik, serta perkembangan implementasi kurikulum berbasis kompetensi di Indonesia. Metode yang digunakan dalam penulisan artikel ini adalah studi kepustakaan (*library research*) dengan mengkaji berbagai literatur, buku, jurnal ilmiah, dan dokumen kebijakan pendidikan yang relevan. Hasil kajian menunjukkan bahwa pengembangan kurikulum berbasis kompetensi telah memberikan perubahan signifikan terhadap sistem pendidikan nasional melalui penerapan Kurikulum Berbasis Kompetensi (KBK) 2004, Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, Kurikulum 2013, hingga Kurikulum Merdeka. Kurikulum berbasis kompetensi memiliki karakteristik yang berorientasi pada hasil belajar, berpusat pada peserta didik, menggunakan penilaian autentik, serta menekankan pengalaman belajar yang bermakna. Meskipun implementasinya masih menghadapi berbagai tantangan, seperti kesiapan guru, keterbatasan sarana prasarana, dan perbedaan kualitas pendidikan antar daerah, pendekatan ini dinilai mampu meningkatkan kualitas pembelajaran serta membentuk peserta didik yang lebih kreatif, kritis, inovatif, dan adaptif terhadap perkembangan zaman. Oleh karena itu, pengembangan kurikulum berbasis kompetensi perlu terus diperkuat melalui dukungan kebijakan, peningkatan kompetensi guru, serta penyediaan fasilitas pendidikan yang memadai.

ABSTRACT

Competency-Based Curriculum Development is one of the strategic efforts undertaken by the Indonesian government to improve the quality of education and prepare students to meet the challenges of the twenty-first century. This curriculum emphasizes the achievement of competencies that integrate knowledge, skills, and attitudes, enabling learners to apply what they have learned in real-life situations. The purpose of this article is to examine the concept, objectives, characteristics, and implementation of competency-based curriculum development in Indonesia. This study uses a library research method by reviewing relevant books, scientific journals, educational regulations, and policy documents. The findings reveal that competency-based curriculum development has played a significant role in educational reform in Indonesia, beginning with the Competency-Based Curriculum (KBK) 2004, followed by the School-Based Curriculum (KTSP) 2006, the 2013 Curriculum, and the Merdeka Curriculum. The implementation of this approach has shifted the focus of learning from content mastery to the development of measurable competencies, encouraging student-centered learning, authentic assessment, critical thinking, creativity, and problem-solving skills. Despite its many advantages, the implementation of a competency-based curriculum continues to face challenges, including limited educational facilities, disparities in educational quality, and the need to improve teachers' professional competencies. Nevertheless, this curriculum remains highly relevant to the demands of modern education because it supports the development of adaptive, innovative, and competitive human resources. Therefore, continuous improvement and support

from all educational stakeholders are necessary to ensure the successful implementation of competency-based curriculum development in Indonesia.



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1. INTRODUCTION

Education is one of the fundamental aspects of a nation's development because it plays a role in shaping the quality of human resources that can face various life challenges. In the education system, the curriculum is a key component that serves as a guide in designing, implementing, and evaluating the learning process. The curriculum not only determines the direction and goals of education, but it also serves as a reference for developing students' competencies so that they match the needs of society, advances in science and technology, and the demands of the workforce. Therefore, the curriculum must continuously be developed and adjusted to keep up with changes happening both nationally and globally (Haidar et al., 2023).

The development of globalization and the technology revolution has brought very rapid changes in various areas of life. This situation demands the education world to produce graduates who not only have academic abilities but also critical, creative, communicative, and collaborative thinking skills, as well as the ability to solve various problems encountered in everyday life. 21st-century education requires students to have more complex competencies, so the learning process is no longer just focused on mastering the material, but on the ability to apply knowledge, skills, and attitudes in various life contexts. Therefore, a curriculum is needed that can accommodate these needs through a competency-oriented approach (Harahap et al., 2023).

Competency-based curriculum has emerged as one of the solutions to respond to these changes. A competency-based curriculum is an educational approach that emphasizes achieving certain competencies that students must have after going through the learning process. These competencies include abilities in knowledge (cognitive), skills (psychomotor), and attitude (affective) aspects, integrated as a whole. Through this approach, learning success is measured not only by students' ability to remember and understand the material but also by their ability to apply the knowledge and skills they have to solve various problems effectively (Holubnycha et al., 2022).

In Indonesia, the development of a competency-based curriculum started gaining attention in the early 2000s as part of national education reform. The implementation of the Competency-Based Curriculum (CBC) in 2004 marked the first step in changing the learning paradigm from being material-focused to competency-focused. After that, the concept continued to evolve through the School-Based Curriculum (KTSP) in 2006, the 2013 Curriculum, up to the Merdeka Curriculum, which is currently being gradually applied in various schools. These changes show the government's commitment to creating an education system that is more relevant to students' needs and the times (Pratikno et al., 2022).

Competency-based curriculum has several advantages, such as giving students the chance to develop their potential optimally, encouraging more active and meaningful learning, and increasing the connection between education and the needs of society and the job market. Besides that, this approach also puts students at the center of learning, so they have a more active role in building their knowledge and skills. However, implementing a competency-based curriculum also faces various challenges, like teachers' readiness to apply suitable learning strategies, limitations in educational facilities and infrastructure, and differences in education quality across regions (Nurhayati, 2021).

2. METHOD

The literature study method was chosen because this research aims to examine and analyze various concepts, theories, and the development of competency-based curricula in Indonesia based on relevant written sources. The data used in this study are secondary data obtained from various literature, such as books, scientific journals, research articles, education policy documents, laws and regulations, as well as other academic sources related to the development of competency-based curricula (Putra et al., 2026).

Data collection was done through identifying, selecting, and reviewing various references relevant to the research topic. The chosen literature was then systematically analyzed to gather information about competency-based curriculum concepts, its development goals, characteristics, implementation in the Indonesian education system, and the various challenges faced in its application. Data analysis was carried out using content analysis techniques, which involved examining and interpreting information obtained from various sources to find connections, similarities, and differences in views related to the research theme (Luft et al., 2022; Page et al., 2021).

Through a qualitative descriptive approach, the study results are presented in a systematic and comprehensive description to provide an in-depth picture of the development of competency-based curriculum in Indonesia. Therefore, this research is expected to make an academic contribution by enriching understanding of curriculum development and serve as a reference for researchers, educators, and policymakers in improving the quality of national education (Firmansyah et al., 2025; Hayat & Adiyono, 2024).

The analysis process is carried out step by step, starting from data collection, grouping the data based on certain themes, data reduction, data presentation, to drawing conclusions. The themes analyzed include the foundation for developing a competency-based curriculum, the principles of its development, its implementation in educational practice, and its impact on improving learning quality. Through this analysis process, the research can produce a more structured understanding of the development and application of a competency-based curriculum (Hao, 2024).

The study results were then systematically organized in the form of a discussion that illustrates the development journey of competency-based curriculum across various periods of educational policy in Indonesia. The discussion also highlights various factors that influence the success of curriculum implementation, such as teacher readiness, availability of facilities and infrastructure, government policy support, as well as the demands of scientific and technological developments. In this way, the article not only provides a conceptual overview of competency-based curriculum but also presents an analysis that can be used as a reference for future curriculum development (Mohzana et al., 2025).

3. RESULTS AND DISCUSSION

❖ Curriculum Development in Indonesia

N o	Assessment Aspects	Indicator	Assessment Techniques
1.	Knowledge (Cognitive)	Understanding,analyzing,and d applying learning material.	Written test,oral test, assignment.
2.	Skills (Psychomotor)	Practice,projects, presentations,problem -solving.	Performance,projects, portfolio.
3.	Attitude (Affective)	Discipline,responsibilit y, teamwork, honesty.	Observation,journals,sel f-assessment,and peer assessment.

Based on the assessment aspects in a competency-based curriculum, students' learning outcomes are evaluated comprehensively through three main areas: knowledge (cognitive), skills (psychomotor), and attitudes (affective). The knowledge aspect focuses on students' ability to understand, analyze, and apply learning materials, which is measured through written tests, oral tests, and assignments. Next, the skills aspect assesses students' ability to implement the knowledge they have through practical activities, projects, presentations, and problem-solving, evaluated using performance tests, projects, and portfolios. Meanwhile, the attitude aspect emphasizes developing students' character, including discipline, responsibility, cooperation, and honesty, which is assessed through observation, journals, self-assessment, and peer assessment (Almusharraf & Khahro, 2020).

❖ Competency-Based Curriculum Concept in Indonesia

The study results show that a competency-based curriculum is an approach to curriculum development that focuses on achieving student competencies. Competence includes not only the mastery of knowledge but also the skills and attitudes needed in social life, as well as in national and civic contexts. With this approach, students are expected to be able to demonstrate real abilities as the result of the learning process they have gone through (Thummaphan et al., 2022).

The implementation of a competency-based curriculum has emerged as a response to the increasingly complex educational needs in the era of globalization. The education system no longer just emphasizes the ability to memorize lessons but also focuses on critical thinking, problem-solving, communication, and collaboration skills. Therefore, a competency-based curriculum has become an important foundation for creating a learning process that is more relevant to 21st-century needs (Harianto, 2024).

❖ The Development of Competency-Based Curriculum in Indonesia

Based on the results of literature studies, the development of competency-based curriculum in Indonesia has gone through several important stages. The initial stage was marked by the implementation of the Competency-Based Curriculum (CBC) in 2004, which emphasized achieving competency standards and basic competencies as indicators of learning success. This curriculum shifted the education paradigm from being content-centered to being centered on students' competencies (Hayat & Adiyono, 2024).

The next development is shown through the implementation of the 2006 School-Based Curriculum (KTSP), which gave schools more authority to develop the curriculum according to the needs and characteristics of their regions. Then, the 2013 Curriculum came along, integrating attitude, knowledge, and skills competencies through a scientific approach. In the latest development, the Merdeka Curriculum provides even greater flexibility for schools to design student-centered learning and emphasizes character building through the Pancasila Student Profile (Falahain & Santosa, 2026).

❖ Characteristics of a Competency-Based Curriculum

The analysis results show that a competency-based curriculum has several main characteristics that set it apart from previous curriculum approaches. First, this curriculum is oriented towards learning outcomes, so student success is measured based on the competencies achieved. Second, learning is student-centered, where students are given the opportunity to actively seek, discover, and develop their own knowledge (Holubnycha et al., 2022).

Third, the learning process is designed to provide meaningful learning experiences through practical activities, discussions, observations, and problem-solving. Fourth, the assessment system uses authentic assessments that evaluate knowledge, skills, and attitudes in a comprehensive way. Fifth, the competency-based curriculum is flexible, so it can be adjusted to the needs of the students and the conditions of the learning environment.

❖ Implementation of Competency-Based Curriculum in Learning

The implementation of a competency-based curriculum has brought significant changes to the learning process in schools. Teachers are no longer the sole source of information; instead, they act as facilitators who guide students in building their knowledge and skills. Learning is focused on activities that encourage students to think critically, collaborate, communicate, and solve problems related to real life (Blyznyuk & Kachak, 2024).

In practice, various learning models like Problem Based Learning (PBL), Project Based Learning (PjBL), Discovery Learning, and Inquiry Learning are widely used to support students in achieving their competencies. These models give students the chance to learn actively and develop the skills needed to face modern life challenges (Malik, 2018).

In addition, implementing a competency-based curriculum also encourages the use of various forms of authentic assessment, such as portfolios, projects, presentations, and performances. These assessments give a more comprehensive picture of students' abilities compared to assessments that only focus on written test results (Qin, 2024).

❖ Challenges in Developing a Competency-Based Curriculum

Even though it has many advantages, studies show that implementing a competency-based curriculum still faces various challenges. One of the main challenges is teachers' readiness in understanding and applying competency-based learning approaches. Not all teachers have the same ability to design innovative lessons or carry out authentic assessments effectively.

The limitation of educational facilities and infrastructure also becomes an obstacle in implementing competency-based learning, especially in areas that still have limited access to education. Differences in the quality of human resources and educational facilities between regions also affect the success of curriculum implementation (Pratikno et al., 2022).

Another challenge is the need for ongoing training and mentoring for teachers so they can adapt to the constantly evolving curriculum. Support from the government, schools, parents, and the community is an important factor in ensuring the success of competency-based curriculum development in Indonesia (Nor et al., 2024).

❖ Implications of a Competency-Based Curriculum on Improving Education Quality

The development of a competency-based curriculum has a positive impact on improving the quality of national education. This curriculum encourages a learning process that is more active, creative, innovative, and student-centered. Through this approach, students not only gain academic knowledge but also develop various skills needed in life and the workplace (Thummaphan et al., 2022).

In addition, a competency-based curriculum helps shape students into independent, responsible individuals who can work well with others and have critical thinking skills as well as the ability to adapt to change. Therefore, a competency-based curriculum becomes an important tool in achieving the goals of national education, which is to produce a generation that is faithful, knowledgeable, virtuous, creative, and able to compete on a global level (Samsuri, 2026).

a. Understanding Competence

Competence is the ability someone has, which includes knowledge, skills, attitudes, and values that are reflected in their thinking and action habits to carry out a task or job effectively and responsibly. Competence shows the level of an individual's mastery in a certain field, which can be observed and measured through the performance or behavior they display (Lee et al., 2021).

According to Spencer (Ali et al., 2020), competence is the basic characteristic that a person has that is directly related to effective or superior performance in a job or specific situation.

Competence doesn't just include technical skills, but also includes motives, traits, self-concept, knowledge, and skills that support someone's success in carrying out their tasks.

Meanwhile, according to Wina Sanjaya (2010), competence is a combination of knowledge, skills, values, and attitudes reflected in habits of thinking and acting so that someone is able to carry out certain tasks consistently and responsibly.

According to (Zahara et al., 2025), she states that a curriculum is usually a document that outlines statements about general and specific objectives; shows the selection and organization of content; contains or reflects certain patterns in teaching and learning, either because the goals demand it or because the organization of content requires it. Finally, the curriculum also includes an evaluation program for learning outcomes. Hilda Taba's definition of curriculum emphasizes the purpose of a statement, specific objectives, selecting and organizing content, implications for learning patterns, and the presence of evaluation.

Based on these various opinions, it can be concluded that competence is an integrated ability that includes knowledge, skills, and attitudes a person possesses to carry out tasks or solve problems effectively according to established standards. In the context of education, competence becomes the main goal of learning that students must achieve so they can face various challenges in life, the workplace, and society.

b. Competency-Based Curriculum

❖ The Goal of a Competency-Based Curriculum

The development of a competency-based curriculum has several main goals, which are:

- Developing students' potential optimally according to their talents, interests, and abilities.
- Improve the quality of the learning process and outcomes.
- A student development that has balanced competencies in knowledge, skills, and attitudes.
- Developing critical, creative, innovative, and productive thinking skills.
- Students should be able to adapt to the development of science and technology.

Through these goals, the competency-based curriculum is expected to produce graduates who are not only academically excellent but also have the ability to face various life challenges.

❖ Characteristics of a Competency-Based Curriculum

Competency-Based Curriculum has several characteristics that distinguish it from the previous curriculum, which are:

- Competency-Oriented, the main focus of the curriculum is the achievement of competencies that students must master after going through the learning process.
- Student-Centered, students become the main subjects in the learning process, while teachers act as facilitators and mentors.
- Results-Oriented in Learning, the success of learning is measured based on the achievement of the established competencies, not just on delivering the material.
- Competency-Based Assessment, the assessment is done authentically by measuring knowledge, skills, and attitudes in an integrated way.
- Flexible and Contextual, the learning process can be adjusted to the environmental conditions, the needs of the students, and societal developments.

Based on various expert opinions and studies that have been presented, the author argues that the Competency-Based Curriculum is a curriculum approach that is very relevant to current educational needs because it not only emphasizes mastery of learning materials, but also the development of students' abilities as a whole. Competencies that include aspects of knowledge, skills, and attitudes are an important foundation in forming students who are able to face life

challenges, technological developments, and increasingly complex needs of the world of work. Through a competency-based curriculum, the learning process is no longer oriented to how much material students master, but to the extent to which students are able to apply their knowledge and skills in real life.

c. Competency-Based Curriculum Development

Competency-Based Curriculum is a systematic effort made to improve the quality of education by adjusting the curriculum to the needs of students, the developments in science and technology, and the demands of society. The competency-based curriculum is developed by placing competencies as the main learning goals so that the entire educational process is directed toward achieving skills that can be applied in real life. Through this approach, students are not only expected to master knowledge theoretically but also to have the skills and attitudes that support their success in facing various life challenges (Kolmos et al., 2021).

The development of a competency-based curriculum started to be implemented through the Competency-Based Curriculum (CBC) in 2004 as part of national education reform. This curriculum was introduced to replace the previous learning paradigm, which focused more on learning material, with one that focuses on students' competency achievement. Later on, the concept of competency continued to serve as the foundation for the development of subsequent curricula, such as the School-Based Curriculum (KTSP) in 2006, the 2013 Curriculum, and up to the Independent Curriculum applied today (Yusnita et al., 2021).

A competency-based curriculum is carried out by taking into account various aspects, such as the needs of students, the characteristics of the learning environment, technological developments, and the demands of the job market. Therefore, the curriculum is designed to produce graduates who have skills that are relevant to the times. In practice, teachers are expected to develop active, creative, and innovative teaching strategies so that students can be directly involved in the learning process (Widia Hastuti, 2024).

In addition, the development of a competency-based curriculum also emphasizes the importance of a comprehensive assessment system. Assessment is not only done to measure knowledge mastery but also to evaluate students' skills and attitudes through various authentic assessment techniques, such as observation, projects, portfolios, presentations, and performance tasks. In this way, assessment results can provide a more complete picture of students' competency achievement (Jannah & Eka Widianti, 2024).

Even though developing a competency-based curriculum offers many benefits for improving education quality, its implementation still faces various challenges, such as teacher readiness, limited facilities and infrastructure, and differences in education quality across regions. However, with the support of the government, schools, and all education stakeholders, the development of a competency-based curriculum is expected to continue improving, so it can produce students who are competent, have good character, are creative, and ready to face the demands of the 21st century (Kidega et al., 2024).

4. CONCLUSION

The development of the Competency-Based Curriculum in Indonesia represents an important effort to improve the quality of national education and to prepare students to face the challenges of the twenty-first century. Based on the findings of this literature study, competency-based curriculum development has undergone several stages, starting from the Competency-Based Curriculum (CBC) 2004, the School-Based Curriculum (KTSP) 2006, the 2013 Curriculum, and continuing to the Merdeka Curriculum. This curriculum emphasizes the integration of knowledge, skills, and attitudes through student-centered learning and authentic assessment.

The study also reveals that competency-based curriculum implementation contributes positively to the development of critical thinking, creativity, collaboration, communication skills, and problem-solving abilities. However, several challenges remain, including teachers' readiness,

unequal educational facilities, and disparities in educational quality among regions. Therefore, continuous support from the government, educational institutions, teachers, and other stakeholders is essential to strengthen the implementation of competency-based curriculum and to achieve the goals of Indonesian education in producing adaptive, innovative, and globally competitive human resources.

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