



PURWADHI

Curriculum Management in the 21st Century Learning

ABSTRACT: Curriculum management is a cooperative, comprehensive, systemic, and systematic curriculum management systems in order to achieve the curriculum goals. This article – using the qualitative and descriptive approaches as well as literature review methods – tries to elaborate that in its implementation, curriculum management must be developed according to SBM (School-Based Management) context and 2013 Curriculum in Indonesia. Therefore, autonomy granted to educational institution or school in managing curriculum independently by prioritizing needs and target achievement in vision and mission of educational institution and school are not neglect the established of national policy. Meanwhile, the 21st century learning in Indonesia reflects many things, one of them, namely: the ability to critical think (critical thinking skill); teacher asks students to conclude; make reflection together the questions at HOTS (Higher Order Thinking Skills) level; and the open answer as the form to accommodate students' critical thinking. Creativity is needed, in which teacher needs to open space for students to develop their creativity and to develop appreciation culture to no matter how small the role or students' achievement. Communication should be carried out across national borders by using increasingly sophisticated technological devices, so that very helpful for humans in communicating. Lastly, collaboration is needed, in which group learning and cooperatives train students to collaborate will create togetherness, a sense of belonging, responsibility, and social care.

KEY WORD: Curriculum Management; 21st Century Learning; Higher Order Thinking Skills; Education in Indonesia.

RESUME: “Manajemen Kurikulum dalam Pembelajaran Abad ke-21”. Manajemen kurikulum adalah sistem manajemen kurikulum yang bersifat kooperatif, komprehensif, sistemik, dan sistematis untuk mencapai tujuan kurikulum. Artikel ini – menggunakan pendekatan kualitatif dan deskriptif serta metode tinjauan literatur – mencoba menguraikan bahwa dalam implementasinya, manajemen kurikulum harus dikembangkan sesuai dengan konteks MBS (Manajemen Berbasis Sekolah) dan Kurikulum 2013 di Indonesia. Oleh karena itu, otonomi yang diberikan kepada lembaga pendidikan atau sekolah dalam mengelola kurikulum secara mandiri dengan memprioritaskan kebutuhan dan pencapaian target dalam visi dan misi lembaga pendidikan dan sekolah tidak mengabaikan penetapan kebijakan nasional. Sementara itu, pembelajaran abad ke-21 di Indonesia mencerminkan banyak hal, diantaranya, yaitu: kemampuan berpikir kritis (keterampilan berpikir kritis); guru meminta siswa untuk menyimpulkan; buat refleksi bersama pertanyaan-pertanyaan di tingkat HOTS (Keterampilan Berpikir Tingkat Tinggi); dan jawaban terbuka sebagai bentuk untuk mengakomodasi pemikiran kritis siswa. Kreativitas adalah perlu, di mana guru perlu membuka ruang bagi siswa untuk mengembangkan kreativitas mereka dan untuk mengembangkan budaya penghargaan hingga sekecil apa pun peran atau prestasi siswa. Komunikasi perlu dilakukan lintas batas negara dengan menggunakan perangkat teknologi yang semakin canggih, sehingga sangat membantu manusia dalam berkomunikasi. Akhirnya, kolaborasi adalah perlu, dimana pembelajaran kelompok dan kerjasama untuk melatih siswa berkolaborasi akan menciptakan kebersamaan, rasa memiliki, tanggung jawab, dan kepedulian sosial.

KATA KUNCI: Manajemen Kurikulum; Pembelajaran Abad ke-21; Keterampilan Berpikir Tingkat Tinggi; Pendidikan di Indonesia.

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INTRODUCTION

The national education standards consist of standards for content, process, competency of graduates, education personnel, facilities and infrastructure, management, financing, and educational assessment, which must be planned and periodically improved. It is used as a reference for curriculum development, education personnel, facilities and infrastructure, management, and financing. The development of national education standards, monitoring and its reporting, and national achievements are carried out by a standardization, guarantee, and educational quality control body (Alismail & McGuire, 2015; Sundayana, 2015; and Wahyuni, 2016).

Currently, the national education standards are regulated through Government Regulation No.32 of 2013. Obviously the development progress, the progress of education and the needs of the community will make the National Education Standards get continually adjustment (Alismail & McGuire, 2015; Triwijayanto, 2015:6; and MoEC RI, 2016).

Curriculum management and learning as one of the substances or standards of educational management notices that there is a need for strong links in each of its parts. In this context, Suryosubroto (2010) and other scholars stated that education management is a system, trying to see these parts, and their interactions with each other. Parts of the system are often also called aspects, components, or standards. Through reviewing aspects, and their relationships, so that they can determine what should be done to improve those aspects or develop them (Suryosubroto, 2010:19; Serdyukov, 2017; and Darling-Hammond *et al.*, 2019).

One aspect of education management, which is often referred to as the heart of education, is curriculum and learning. Based on Law Number 20 of 2003 concerning to the National Education System, the curriculum is a set of plans and arrangements regarding to the objectives, content and learning materials, as well as the methods used to guide the

implementation of learning activities to achieve the certain educational goals (Hamalik, 2007; OECD/ADB, 2015; and Wahyuni, 2016).¹ In its development, the curriculum can also be interpreted as a set of plans and arrangements regarding to the competencies that are standardized; and how to achieve them is adjusted to the conditions and capabilities of the region (*cf* Khasanah, 2015; OECD/ADB, 2015; and MoEC RI, 2016).

Competence needs to be achieved thoroughly (complete learning). Meanwhile, learning is defined as the process of interaction of students with educators and learning resources in a learning environment. The curriculum is implemented in order to help students develop a variety of potential, both psychic and physical, including moral and religious values, social-emotional, cognitive, language, and physical/motoric, independence, and art (Putra, 2014; Subandi, 2014; and Sundayana, 2015).

According to Hernawan & R. Cynthia (2011), and other scholars, the curriculum plays a role in achieving the goals of education, which has a conservative, creative, critical, and evaluative role (Lovat & Smith, 1995; Hernawan & Cynthia, 2011; and Wahyuni, 2016). In line with this, the results of Teguh Triwijayanto (2017)'s research showed that curriculum and learning were centered on the potential development of students' needs and the environment nationally and internationally, diverse and integrated, responsive to the development of science and art, relevant to the needs of life, comprehensive and balanced, lifelong learning, balanced between national interests, and the existence of education in accordance with the times (Triwijayanto, 2017).

Also S. Nasution (2012), and other scholars, explained that each curriculum

¹See also, for example, "Act of the Republic of Indonesia, Number 20, Year 2003, on National Education System". Available online at: [http://www.flevin.com/id/lgso/translations/Laws/Law%20No.%2020%20of%2003%20on%20the%20National%20Education%20System%20\(BKPM\).pdf](http://www.flevin.com/id/lgso/translations/Laws/Law%20No.%2020%20of%2003%20on%20the%20National%20Education%20System%20(BKPM).pdf) [accessed in Bandung, West Java, Indonesia: September 5, 2018].

reflected the desires, ideals, demands, and community's needs. Schools are established by and for the community, it is natural for education to pay attention to and respond to the voice of the community (Nasution, 2012; OECD, 2012; and OECD/ADB, 2015).

Curriculum as a guide for organizing learning activities gives the meaning that in the curriculum, there is a guide for interaction between educators/teachers and students. Thus, the curriculum functions as the "heart" of the education process at school to empower students' potential. Guidelines for interaction between teachers and students are usually referred to as learning. Learning will be more optimal if it is supported by curriculum as a guide (Lovat & Smith, 1995; Nasution, 2012; and Putra, 2014).

The quality of curriculum and learning management shows the relationship of curriculum and learning as one component of education management with national education standards. To achieve good quality graduates, support from content standards, process standards, and graduate competency standards is needed. In addition, the standards of educators and education personnel, facilities and infrastructure standards, as well as financing standards are also driving forces to achieve good quality graduates. The linkage shows that curriculum management and learning require strategies for achieving effective and efficient education. The strategy is an effort to utilize existing resources in the national education system (Sundayana, 2015; MoEC RI, 2016; and Wahyuni, 2016).

Learning in the 2013 Curriculum also emphasizes about the importance of applying HOTS (Higher Order Thinking Skills). In activities that develop HOTS, teachers are required to design challenging learning, build critical thinking skills, analyze, construct a definition of a concept by themselves, discover, arrange, and apply steps to solve problems, conclude, and reflect (Retnawati *et al.*, 2018; Warmadewi, Agustini & Wedhanti, 2019; and Yuliyanto, 2019).

Previously, HOTS was only applied at

junior and senior high schools, but now HOTS is being applied from elementary/ equivalent level up to high school/ equivalent level. In the past, learning activities were more focused on lower level cognitive abilities or LOTS (Lower Order Thinking Skills), such as: *Knowing* (C-1), *Understanding* (C-2), and *Applying* (C-3); whereas currently learning process needs to be improved in the realm of *Analyzing* (C-4), *Evaluating* (C-5), and *Creating* (C-6). The theory is being referred to be Benjamin S. Bloom *et al.* [eds], in 1956, which was revised by L.W. Anderson *et al.*, in 2001; and David R. Krathwohl, in 2002 (*cf* Bloom *et al.* eds., 1956; Anderson *et al.*, 2001; Krathwohl, 2002; OECD, 2012; and Astuti, Sudjito & Noviandini, 2018).

Each category in the Benjamin S. Bloom *et al.* [eds] (1956) revision consists of sub-categories that have keywords in the form of words associated with that category (Bloom *et al.* eds., 1956). The key words are explained as follows:

Remember: describe, explain, identify, name, place, repeat, find and etc.
Understand: interpret, summarize, classify, compare, explain, expose, etc. *Implement*: implement, use, run, do, practice, choose, arrange, start, finish, detect, etc. *Analyze*: describe, compare, organize, rearrange, change structure, frame, outline, integrate, differentiate, equalize, compare, integrate, etc. *Evaluate*: formulate hypotheses, criticize, predict, assess, test, justify, blame, etc. *Creating*: designing, building, planning, perfecting, strengthening, beautifying, changing, etc. (Bloom *et al.* eds., 1956; Anderson *et al.*, 2001; and Krathwohl, 2002).

This article – using the qualitative and descriptive approaches as well as literature review methods (Creswell, 2003; Williams, 2007; Daniel, 2016; Rahman, 2017; and Mohajan, 2018) – tries to elaborate two things, namely: Curriculum Management and the 21st Century Learning.

RESULTS AND DISCUSSION

Curriculum Management. Curriculum, in Greek, comes from the word *curir*, which means runner; and *curare* which means

a place to race. *Curere*, in the *Websters Dictionary*, if it is a noun, run fast, race, train racing, horse riding, travel, an endless experience, and the race field. Curriculum means distance that must be traveled by runners. The *Oxford Dictionary* mentions curriculum is subjects included in a course of study or taught in a school, college (*cf* Cattington ed., 2010; Hussain *et al.*, 2011; and Xu, 2017).

The curriculum concept develops in line with the development of educational theories and practices, also it is varied according to the flow or theory of education adopted. In this context, Oemar Hamalik (2007) and other scholars mentioned that there are 7 views regarding to the curriculum, namely: (1) the curriculum as a planned program of activities; (2) the curriculum as an expected learning outcome; (3) the curriculum as cultural reproduction; (4) the curriculum as a collection of tasks and discrete; (5) the curriculum as an agenda for social reconstruction; (6) the curriculum as *curere*; and (7) the point of view is different between the old curriculum and the new curriculum (Hamalik, 2007:5; Subandi, 2014; and Sundayana, 2015).

According to Law No.20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding to the objectives, content and learning materials, as well as the methods used to guide the implementation of learning activities to achieve the certain educational goals. These objectives include national education goals, conformity to specificities, conditions and potential of the region, educational units, and students (Hamalik, 2007; Khasanah, 2015; Wahyuni, 2016; and *ibidem* with footnote 1).

This understanding shows that the curriculum is an education program that is planned and implemented to achieve a number of specific educational goals. The curriculum can be applied to education under the responsibility of schools. Therefore, the curriculum is compiled by the education unit to enable the adjustment of the education program to the needs

and the existence of potentials (Soetopo & Soemanto, 1991:14; OECD/ ADB, 2015; and Wahyuni, 2016).

According to the Ministry of National Education of the Republic of Indonesia, in 2004, the curriculum was a set of plans and arrangements regarding to the standardized competencies and how to achieve them was adjusted to the circumstances and abilities. Competence needs to be achieved thoroughly (complete learning). The curriculum is implemented in order to help students develop a variety of potential, both psychic and physical, that includes moral and religious values, social-emotional, cognitive, language, physical/ motoric, independence, and art (*cf* Depdiknas RI, 2004; Subandi, 2014; and Wahyuni, 2016).

According to Nana Syaodih Sukmadinata (2001), and other scholars, the curriculum is an education plan; providing guidance and guidance on the type, scope and sequence of content, and the education process. The curriculum directs all forms of educational activities for the achievement of educational goals (Sukmadinata, 2001:4; MoEC RI, 2016; and Wahyuni, 2016).

Meanwhile, Hendyat Soetopo (2009) and other scholars distinguished the notion of curriculum into two, namely: traditional understanding and modern understanding. The traditional understanding of the curriculum is a number of lessons that must be taken by students to increase class and diploma. Modern understanding of the curriculum is an education program that is planned and implemented to achieve a number of specific educational goals (Soetopo, 2009:3; OECD/ ADB 2015; and Wahyuni, 2016).

Based on the explanation above, it can be concluded that the curriculum is a set of plans and arrangements regarding to the objectives, content, and learning materials, as well as the methods used to guide the implementation of learning activities to achieve the educational productivity. The educational productivity is interpreted as the efficiency and the effectiveness in achieving educational goals.

Curriculum management is about how

the curriculum is designed, implemented, and controlled (evaluated and refined), by whom, when, and in what scope. It also relates to the policy of who is given the task, authority and responsibility in designing, implementing, and controlling the curriculum. From what angle does the assignment, authority, and responsibility in curriculum development. In general, it is distinguished between centralized curriculum development management and bottom up curriculum development management (Jaedun, Hariyanto & Nuryadin, 2014; Alsubaie, 2016; and Wahyuni, 2016).

Ahmad Abdullahi Ibrahim (2015) and other scholars, in the Curriculum Center, emphasized that the curriculum (curriculum design) can be various from a fully standardized component (basic components and main components), as the components formulated by the central team; while other components (elaboration) are developed by regions or units education, until all the components are developed by the central management are entirely centralized; whereas the curriculum for all components is developed by the management education unit is fully decentralized, and the curriculum which is partly formulated by the center and partly by the education unit is located in between, or central-decentralized. Central-decentralized management is still varied, it is more severe towards centralization or decentralization, or balanced between the two (Zohrabi, 2008; Subandi, 2014; Ibrahim, 2015; Wahyuni, 2016; and Palupi, 2018).

Based on the opinion above, management of curriculum development can be done through two types, which are management of centralistic curriculum development and management of decentralized curriculum development. The management of a centralized curriculum means that it is centralized, which is curriculum development originates from the center (government). In a unitary state such as Republic of Indonesia, this centralization is at the level of the central government; whereas in a centralized federal

state, it is at the federal (central) or state level (cf McGinn & Welsh, 1999; Yazdi, 2013; and Kusumaningrum & Triwiyanto, 2015).

In a centralized or management of decentralized curriculum development, not only the duties, authority, and responsibilities of curriculum development are held by the central officials, but also initiatives, ideas, and even curriculum models that will be developed can come from the holders of power at the center. It is usually the area or school as the educational organizer only develops the existing curriculum (Behrman, Deolalikar & Soon, 2002; Yazdi, 2013; and Kusumaningrum & Triwiyanto, 2015).

Centralized curriculum management produces a national curriculum that applies in all regions of the country. In centralistic curriculum management, it can be the entire curriculum set are starting from the foundation or basics of curriculum development, structure and distribution of subjects, syllabus or outlines of learning programs, details of learning materials and activities, books, media, supporting tools, assessment of learning outcomes, and the implementation guidelines are prepared by the center. On the other hand, it can be that it is compiled by the center is only the foundation or basics of compilation of curriculum, structure and distribution of subjects; while the further elaboration in syllabus, subject units, details of material, books, media, and learning tools are developed by regions or education units or schools (Utomo, 2005; Kusumaningrum & Triwiyanto, 2015; and Wahyuni, 2016).

Centralistic curriculum management has several advantages, including: firstly, a uniform curriculum for all regions and schools, national standards of ability and achievement can be developed. Secondly, it is easier to control or supervise and evaluate, because of a uniform curriculum. Thirdly, fostering curriculum implementers is easier, because the knowledge and skills are required to implement it are almost the same. Fourthly, the provision of media and learning resources are easier, because the types are the same for each

Table 1:
The Characteristic of Curriculum Centralistic in Indonesia

No.	Name of Curriculum	Characteristic of Centralistic
1.	Lesson Plan of 1960s	MPRS (<i>Majelis Permusyawaratan Rakyat Sementara</i> or Provisional People's Consultative Assembly) Decision, Number II/MPRS/1960, regarding to Indonesian people as a part of Indonesian socialism, who was the goal of the national development universe, namely the governance of a prosperous and prosperous society based on <i>Pancasila</i> (five basic principles of the Republic of Indonesian state). In its implementation in various schools in accordance with the soul of the MPRS Decree. A single curriculum that applied from the center to the regions.
2.	Curriculum of 1968	In the early of New Order government period (1966-1998), there was TAP MPRS (<i>Ketetapan Majelis Permusyawaratan Rakyat Sementara</i> or Decision of Provisional People's Consultative Assembly), Number XXVII/MPRS/1966 concerning to Religion, Education, and Culture, formulated the purpose of Education as a shaper of the true <i>Pancasila</i> people based on the provisions as desired by the Preamble and Contents of the 1945 Constitution. Educational institutions and structures were simplified, developments Scouting was highly considered by the government. The curriculum applied only from the center to the regions.
3.	Curriculum of 1975	The educational goals were centrally defined through general instructional objectives, specific instructional objectives, and various other details, so that it was clear what will be achieved through the curriculum. Curriculum that applied singly and uniformly from the center to the regions.
4.	Curriculum of 1984	This period was marked by three characteristics of policies, which were universe, comprehensive, and integrated. This policy allowed one system and singular manager to those systems. Curriculum was synchronously in every level and educational types.
5.	Curriculum of 1994	Curriculum of 1994 was the respond to Law Number 2 of 1989 regarding to National Education System. This law has had a strong centralistic spirit, nationally regulated to curriculum. The objectives, content, methods, and evaluation of curriculum as well as learning process were still determined by the central government of the Republic of Indonesia.
6.	Curriculum of 2004	Similar with the Curriculum of 1994, the Curriculum of 2003 was the respond to Law Number 20 of 2003 regarding to National Education System. This law has had a strong centralistic spirit, nationally regulated to curriculum. The objectives, content, methods, and evaluation of curriculum as well as learning process were not only still determined by the central government, but also by regionals government of the Republic of Indonesia.
7.	Curriculum of 2013	Government is responsible in preparing teachers and headmasters to implement curriculum. Government is responsible in conducting the evaluation of curriculum implementation nationally. The curriculum is synchronously in every level and educational types. Planning, implementing, and evaluating are still managed by central. The objectives, content, and curriculum evaluation, also learning are still determined by the central government.

region and education unit. Lastly, fifthly, it allows an assessment of national learning outcomes, because the curriculum design and learning objectives are the same for all regions and education units (Suratno, 2014; Kusumaningrum & Triwiyanto, 2015; and Palupi, 2018). See table 1.

Table 1 shows that almost all of curriculums applied in Indonesia, except the Curriculum of 2004, are centralistic curriculum. Even, the Curriculum of 2013 still maintains its centralistic characteristics.

In addition to strengths, there are several shortcomings of centralized curriculum management, namely: firstly, a large enough area has diversity in conditions, the needs and progress's level, national curriculum cannot accommodate the diversity of conditions. Secondly, understanding and mastering the national curriculum by implementers in all regions of the country requires a relatively longer period of time. And thirdly, the application of one type of curriculum for a large enough

area can face many obstacles and possible deviations (Lie, 2007; Kusumaningrum & Triwiyanto, 2015; and Wahyuni, 2016).

Strengths and weaknesses of the type of the development management of a centralistic curriculum are indeed very dependent on the diversity of social, political, cultural, and economic conditions of a country or region. This diversity can also be a strength and a weakness that should be able to be managed for the implementation of the curriculum to achieve the goal of national education, which is to educate the nation's life (Kusumaningrum & Triwiyanto, 2015; Suyahman, 2016; and Wahyuni, 2016).

The developments of decentralized curriculum management, in curriculum management, curriculum design, implementation, and control (evaluation and improvement), are carried out locally by the education unit. The curriculum design is carried out by teachers, involving experts, school/*madrasah* (Islamic school) committees, and other parties in the community, who have concerned for the curriculum. Such curriculum development is called SBCD (School-Based Curriculum Development), or it can be called the KTSP (*Kurikulum Tingkat Satuan Pendidikan* or Education Unit Level Curriculum). Curriculum is arranged in each education unit according to the type, track, and level of education (Winarti, 2011; Kusumaningrum & Triwiyanto, 2015; and Haridza & Irving, 2017).

The formulation of SBCD curriculum types can cover all of curriculum components or only a few components. The preparation can be done by one person, a group, or all teachers; and it is intended to meet the needs/programs of the education unit and in accordance with the conditions of the education unit and the surrounding community. SBCD is a curriculum development that is different and it can even be opposed to the development of a bureaucratic curriculum, following ideas, policy holder concepts, and hierarchical from elementary to secondary schools (Lewy, 1991; Hoesny, 2013; and Connolly,

James & Fertig, 2017).

In developing SBCD, curriculum design that includes curriculum goals or objectives, curriculum material or content, learning models, and assessment of learning outcomes are adjusted to the needs, challenges, characteristics, and stages of development of the school and the community, where the school is located. The curriculum becomes more meaningful, because it starts from local situations and conditions; and it is directed towards meeting the needs, demands, and local developments. Curriculum development by the education unit will produce curriculum designs that are diverse, but it is more easily understood, mastered, and implemented by teachers, because they develop or at least participate in its development (Hamalik, 2007; Kusumaningrum & Triwiyanto, 2015; and Sundayana, 2015).

Curriculum development by the education unit has the advantages are: firstly, the curriculum is in accordance with the needs, conditions, characteristics, and the development of the education unit and local community so that the education unit can directly or indirectly assist the development of the community; and, secondly, it is easier to implement, because the curriculum design is prepared by the teachers themselves by considering the supporting factors of the existing implementation in school and the surrounding communities (Lewy, 1991; Tibbitts, 2016; and Dilas, 2019).

Curriculum development by the education unit has also some weaknesses: firstly, not all of teachers have expertise and skills in curriculum development, or not all of education/regional units have teachers or experts in curriculum development. Secondly, the curriculum can be local, the graduates are lack the ability or national competitiveness. Thirdly, curriculum design is very diverse, it can cause difficulties in curriculum monitoring and evaluation of learning outcomes nationally. And fourthly, the transfer of students from one school or region to another school or area can cause difficulties (Hernawan & Cynthia, 2011;

Tremblay, Lalancette & Roseveare, 2012; and Dilas, 2019).

The 21st Century Learning. The world development of the 21st century is marked by the use of information and communication technology in various fields of life. Technology connects the world beyond geographic barriers, so that the world becomes borderless. Air transportation technology makes it easy to travel a long journey. Through media television, events in one place can be known and seen directly in other places that are very far away at the same time. The development of information and communication technology, through the internet, makes it easy to send money in a very short time, even it is the real team. Technological developments make changes in the qualifications and competencies of the workforce (Alberts & Papp eds., 1997; OECD, 1998; and Trilling & Fadel, 2009).

The quality of education in Indonesia is still low. This is supported by H. Trisdiono (2013) and other scholars, who said that entering the 21st century, the condition of Indonesian human resources is not competitive. The development of the 21st century world is characterized by the use of information and communication technology in all aspects of life, including in the learning process. The world of work demands a change in competence. The ability to think critically, creatively, solve problems, be communicative, and collaborate becomes important competencies in entering 21st century life (Trisdiono, 2013; Goodwin & Martam, 2014; Richardo, 2016; Wijaya, Sudjimat & Nyoto, 2016; and Rosser, 2018).

According to Jennifer Rita Nichols (2013), as cited also in Daryanto & Syaiful Karim (2017), the fundamental principle of 21st century learning are: (1) Instructional should be student centered; (2) Education should be collaborative; (3) Learning should have context; and (4) Schools should be integrated with society (Nichols, 2013; Daryanto & Karim, 2017:3; and Putri, 2017). For more detail, it can be explained as follows:

Firstly, *Instructional should be student centered.* Learning development should use a student-centered learning approach. Students are placed as subjects, who actively develop their interests and potentials. Students are no longer required to listen and memorize the subject matter provided by the teacher, but it tries to construct their knowledge and skills, in accordance with their capacity and level of thought development, while being invited to contribute to solving real problems that occur in society (Weimer, 2002; Nichols, 2013; Daryanto & Karim, 2017:3; Attard *et al.*, 2016; and Putri, 2017).

Student-centered learning does not mean that the teacher gives up control of learning to students entirely. Teacher intervention is still needed. The teacher acts as a facilitator, who seeks to help link prior knowledge that students have had with new information to be learned. Giving students the opportunity to learn in accordance with the way and their learning styles and encouraging students to be responsible for the learning process they do (Daryanto & Karim, 2017; Kaput, 2018; and Darling-Hammond *et al.*, 2019).

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Secondly, *Education should be collaborative.* Students must be taught to be able to collaborate with others. Collaborating with people, who are different in their cultural backgrounds and values. In exploring information and building meaning, students need to be encouraged to collaborate with friends in their class. In working on a project, students need to be taught how to appreciate the strengths and talents of each person and how to take on

roles and adjust to them in a timely manner (Hurst, Wallace & Nixon, 2013; Nichols, 2013; Daryanto & Karim, 2017:3; Putri, 2017; and Darling-Hammond *et al.*, 2019).

Thirdly, *Learning should have context*. Lesson learning will be meaningful if it does not have an impact on students' live outside of school. Therefore, subject matter needs to be linked to students' daily live. The teacher develops learning methods that allow students to connect with the real world. The teacher helps students to find value, meaning, and belief in what they are learning; and they can apply it in their daily lives. The teacher assesses students' performances, who are associated with the real world (Hye-Jung & Cheolil, 2012; Nichols, 2013; Daryanto & Karim, 2017:3; Putri, 2017; and Darling-Hammond *et al.*, 2019).

Fourthly, *Schools should be integrated with society*. In an effort to prepare students to become responsible citizens, schools should be able to facilitate students to be involved in their social environment. For example, holding community service activities where students can learn to take roles and perform the certain activities in the social environment. Students can be involved in various development programs in the community, such as: health programs, education, the environment, and etc. In addition, students also need to be invited to visit orphanages to practice their empathy of sensitivity and social excellence (Nichols, 2013; Daryanto & Karim, 2017:3; Putri, 2017; Serdyukov, 2017; and Filho *et al.*, 2018).

With the power of technology and the internet, these students currently can get more advantages. The social space for students is no longer just around the school or place of residence, but it can reach the society's layer in various parts of the world. Education needs to help students become a responsible digital citizens (Tremblay, Lalancette & Roseveare, 2012; Nichols, 2013; and Wijaya, Sudjimat & Nyoto, 2016).

CONCLUSION

Curriculum management is an integral part of EULC (Education Unit Level

Curriculum) and SBM (School-Based Management). The scope of curriculum management includes planning, organizing, implementing, and evaluating curriculum. In education unit level, curriculum activities is prioritize more to realize and revitalize between national curriculum (competence standard/basic competence) with the region's needs and certain school of conditions, so that curriculum is the integrated curriculum with students or the environment where the school is existed.

The principle and the function of curriculum management includes productivity, democratization, cooperative, effectiveness, and efficiency also lead to vision, mission, and the determined objectives in curriculum. The 21st century learning includes: firstly, learning development uses learning approach that is centered to students; secondly, students must have studied to be able to collaborate with others; thirdly, subject matter needs to be related to students' daily life; and fourthly, school should facilitate students to be involved in their social environment.²

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²*Statement*: I, undersigned, state that this article is my purely academic work. If later it is proven that the data and title are the result of plagiarism from the writings of others, then in accordance with the scientific code of ethics, I declare that I am willing to be given academic sanctions. This article has also never been submitted, reviewed, and published by another scientific journals. I will not withdraw this article - after it has been received and reviewed by an Editor - and agrees to be published in the *SOSIOHUMANIKA* journal in Bandung, West Java, Indonesia. Thus, I make this statement, so that it can be used properly.

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Indonesian Students, Curriculum, and 21st Century Learning
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The principle and the function of curriculum management includes productivity, democratization, cooperative, effectiveness, and efficiency also lead to vision, mission, and the determined objectives in curriculum. The 21st century learning includes: firstly, learning development uses learning approach that is centered to students; secondly, students must have studied to be able to collaborate with others; thirdly, subject matter needs to be related to students' daily life; and fourthly, school should facilitate students to be involved in their social environment.