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Research Article

Curriculum Transformation for The Relevance of Education to Global Developments and The Needs of Society in The Contemporary Era

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Abstract. Curriculum transformation is crucial in ensuring the relevance of education to global developments and the needs of society in the contemporary era. Curriculum transformation allows Education to become more adaptive, interactive, and relevant to technological developments and society. This type of research leads to qualitative research based on literature research both print and digital. Disruptive analysis method used is This analysis helps in describing, demonstrating, or helping to summarize data points. A transformed curriculum can prepare students with skills needed in an ever-evolving world of work, such as critical thinking, creativity, collaboration, and problem-solving skills. In addition, curriculum transformation allows for personalized learning, where each student can learn according to his own pace, learning style, and interests. Therefore, curriculum transformation contributes positively to student development in facing changes and complexities of life in the contemporary era.

Keyword: Curriculum Transformation, Global Developments, Contemporary Era

Abstrak. Transformasi kurikulum sangat penting dalam memastikan relevansi pendidikan dengan perkembangan global dan kebutuhan masyarakat di era kontemporer. Transformasi kurikulum memungkinkan pendidikan menjadi lebih adaptif, interaktif, dan relevan dengan perkembangan teknologi dan masyarakat. Jenis penelitian ini mengarah pada kualitatif yang didasarkan pada penelitian kepustakaan baik cetak maupun digital. metode analisis yang digunakan adalah Descriptive analysis ini membantu dalam mendeskripsikan, mendemonstrasikan, atau membantu meringkas poin data. Kurikulum yang diubah dapat mempersiapkan siswa dengan keterampilan yang dibutuhkan dalam dunia kerja yang terus berkembang, seperti keterampilan berpikir kritis, kreativitas, kolaborasi, dan pemecahan masalah. Selain itu, transformasi kurikulum memungkinkan pembelajaran yang dipersonalisasi, di mana setiap siswa dapat belajar sesuai dengan kecepatan, gaya belajar, dan minatnya sendiri. Oleh karena itu, transformasi kurikulum memberikan kontribusi positif bagi perkembangan mahasiswa dalam menghadapi perubahan dan kompleksitas kehidupan di era kontemporer.

Keyword: Curriculum Transformation, Global Developments, Contemporary Era

INTRODUCTION

Education as the foundation for the formation of future generations is always in change. In the face of technological developments, the needs of the world of work will continue to change, and the demands of society are increasingly complex¹. Curriculum transformation is a must to maintain the relevance and quality of Education. This transformation reflects a systematic effort to adjust the planning, implementation, and evaluation of learning in order to respond to the challenges of the 21st century². Curriculum transformation is also an urgent need³. This change not only reflects adaptation to current developments, but is also a positive step towards ensuring Education remains relevant and meets modern needs.

Curriculum transformation is a very important aspect in the development of education, especially in reaching the changing needs of society, technological advances, and global demands⁴. In Indonesia, the curriculum used today, we know as the 2013 curriculum or abbreviated as K13 which emphasizes active, creative, and independent participation of students in the learning process⁵. Education Reform in Indonesia aims to accelerate the improvement of the quality and standard of

¹ Erham Budi Wiranto et al., "The Baseline of Multicultural Education: An Examination from Islamic and Buddhist Standpoints," *Multicultural Islamic Education Review* 1, no. 2 (December 8, 2023): 96–108, <https://doi.org/10.23917/mier.vii2.2895>.

² Dito Anurogo et al., "Digital Literacy 5.0 to Enhance Multicultural Education," *Multicultural Islamic Education Review* 1, no. 2 (December 8, 2023): 109–79, <https://doi.org/10.23917/mier.vii2.3414>.

³ Muhammad Arif Wicagsono, Barakat Muhammad Ahmad Muhammad Hamad Al-Nil, and Muthoifin, "Strategies for Improving Teacher Pedagogic Competence Industrial Revolution Era 4.0," *Multicultural Islamic Education Review* 1, no. 1 (September 23, 2023): 15–25, <https://doi.org/10.23917/mier.viii.2816>.

⁴ Dede Rizal Munir et al., "Singing Methods to Improve College Students' Arabic Vocabulary," *Multicultural Islamic Education Review* 1, no. 1 (September 26, 2023): 52–62, <https://doi.org/10.23917/mier.viii.2677>.

⁵ Gusti Ayu Winawatingsih, "DEVELOPMENT OF FUN THINKERS MEDIA BASED ON VOCABULARY PROBLEMS FOR GRADE II ELEMENTARY STUDENTS ON THEME 2 PLAYING IN MY ENVIRONMENT." 2507, no. February (2021): 1–9.

Education, focusing on the "Merdeka Belajar" initiative⁶. This initiative is particularly important in the context of the Covid-19 pandemic, which has led to a shift towards self-learning at home.

The role of curriculum in guiding educational activities and interactions within schools is very important. It is essential to adapt to global demands, social change, technological advances, and learning environments⁷. The implementation of the curriculum, such as the Merdeka curriculum, is a systemic change that can contribute to the improvement and restoration of the learning process⁸. although the Merdeka curriculum will become the national curriculum in 2024, currently the Merdeka curriculum is still an option for educational institutions, thus allowing a gradual approach to its implementation⁹.

Education curriculum transformation is a subject of research and analysis, especially in the context of revolution 4.0 research which aims to understand, analyze, and describe curriculum transformation in educational institutions such as public administration institutes in Indonesia¹⁰. In addition, the historical analysis of curriculum changes in the country of Indonesia, from the 1984 curriculum to the current 2013 or K13 curriculum, provides insight into the evolution of the Education system and its alignment with the needs and aspirations of the community¹¹.

Although curriculum transformation has a positive impact, challenges in curriculum transformation include resistance to change, limited resources, and adjustments to individual needs. Curriculum changes should consider the impact of global developments and changes in institutional culture¹². Curriculum transformation with artificial intelligence offers a personalized approach, where each student can learn according to his own pace, learning style, and requests¹³. Therefore, understanding and overcoming these challenges is a crucial step in realizing curriculum transformation effectively.

⁶ Ayu Winawatingsih.

⁷ Amalia Yunia Rahmawati, "The Effect of Using Smart Ladder and Smart Ladder Learning Media on Addition and Subtraction on Grade 1 Student Learning Motivation in Mathematics Learning at MI Ma'arif Polorejo for the 2019/2020 Academic Year.," no. July (2020): 1-23.

⁸ web manager of the junior high school directorate, "Curriculum Merdeka as an Effort to Recovery Learning," Ministry of Education and Culture, 2022, <https://ditsmp.kemdikbud.go.id/kurikulum-merdeka-sebagai-upaya-pemulihan-pembelajaran/>.

⁹ Junior.

¹⁰ Layla Kurniawati Dra Nur Handayani, Nur Achmad, Bahrullah Akbar, "Report on the Research Results of the Group on the Transformation of the Education Curriculum for Apparatus Cadres of the Industrial Revolution Era 4.0 at the Institute of Internal Government," no. December (2022).

¹¹ Hari Wibowo, "Curriculum Change in Indonesia: A Critical Study of Efforts to Find the Ideal Islamic Education Curriculum," *Raudhah* IV, no. 1 (2014): 49-70.

¹² Aida Chomsah, "ADAPTATION OF ALTERNATIVE CURRICULA IN THE DIGITALIST ERA.," ministry of commerce, 2022, <https://ntt.kemenag.go.id/opini/702/adaptasi-kurikulum-alternatif-di-era-digitalis>.

¹³ Fahrina Yustiasari Liriwati, "Curriculum Transformation; Artificial intelligence to build future-relevant education," *IHSAN Journal : Journal of Islamic Education* 1, no. 2 (2023): 62-71, <https://doi.org/10.61104/ihsan.vii2.61>.

LITERATUR REVIEW

In research conducted by Andi Prastowo in his journal¹⁴, he said that curriculum transformation, especially in Indonesia, which is exemplified by the implementation of the "Merdeka curriculum" is an important and necessary step to ensure the alignment of education with global development and community progress¹⁵. This transformation involves fundamental changes in curriculum content, teaching approaches, and learning revitality to meet the evolving needs of students and Society. In this study, Andi Prastowo also concluded that curriculum transformation is needed to improve the quality of education, expand access, and apply technology to achieve world-class education based on collaborative, communicative, critical thinking, and creative skills¹⁶. In this research Andi Prastowo used the literature study method.

As for the research conducted by Binti Nasukah and Endah Winarti in their journal¹⁷ they said that the theory of transformation in the context of Education, especially in the management of Islamic Educational Institutions, has developed along with the demand for Education that is able to produce graduates who are creative, innovative, and able to contribute to changing Society for the better¹⁸. This theory of transformation emerged in response to the complexity and changes that occur in Society, as well as the need for new perspectives in Education that can produce graduates who match the demands of change over time. As for the context of Islamic Education, this transformation theory has implications on the need to focus on quality to become a transformative Educational Institution. Therefore, an understanding of transformation theory in Education is important to realize education based on change and be able to read the real conditions of society, opportunities, and challenges in the effort of human survival. Nasukah and Endah used qualitative research methods, with literature research methods.

RESEARCH METHODS

The methodology of this article uses literature research, especially data collection methods by understanding and studying theories from various documents related to research. According to Zed (2004), library research includes four stages, namely preparing the necessary tools, preparing work folders, managing time, reading and recording research library materials. Collect data by researching and developing

¹⁴ Andi Prastowo, "Transformation of Primary and Secondary Education Curriculum in Indonesia," *JIP PGMI Scientific Journal* 4, no. 2 (2018): 111–25, <https://doi.org/10.19109/jip.v4i2.2567>.

¹⁵ Tobroni Tobroni et al., "Spirituality as a Paradigm of Peace Education," *Multicultural Islamic Education Review* 1, no. 1 (September 23, 2023): 26–35, <https://doi.org/10.23917/mier.viii.2813>.

¹⁶ Dito Anurogo, "Ecofeminism 5.0," *Multicultural Islamic Education Review* 1, no. 1 (September 25, 2023): 36–51, <https://doi.org/10.23917/mier.viii.2828>.

¹⁷ Binti Nasukah and Endah Winarti, "Transformation Theory and Its Implications on the Management of Islamic Educational Institutions," *Southeast Asian Journal of Islamic Education Management* 2, no. 2 (2021): 177–90, <https://doi.org/10.21154/sajiem.v2i2.43>.

¹⁸ Dito Anurogo et al., "The Art of Healthy Neurophilocommunication," *Multicultural Islamic Education Review* 1, no. 2 (October 4, 2023): 63–82, <https://doi.org/10.23917/mier.viiz.2893>.

various sources such as books, journals, and existing research¹⁹. The analysis method used is Discriptive analysis which is a statistical analysis method that has the aim of providing a description or description of the research subject based on variable data obtained from certain subject groups.²⁰ This analysis helps in describing, demonstrating, or helping to summarize data points. Descriptive analysis is divided into two types, namely qualitative descriptive analysis and quantitative descriptive analysis.²¹

DISCUSSION

The Extent To Which Curriculum Transformation Is Necessary To Ensure The Relevance Of Education To Global Developments And Societal Developments

Curriculum transformation is necessary to ensure the relevance of Education to global development and the progress of Society. In our country Indonesia, the implementation of the "Independent Curriculum" is part of the Education transformation policy to improve the quality of education through a fundamental approach²². This transformation involves reducing curriculum content to focus on essential elements, so that teachers can teach more deeply and focus on student competencies²³. In addition, the "Merdeka Belajar" initiative, which includes the implementation of the Merdeka curriculum, aims to revitalize learning and encourage independence and innovation among teachers and students²⁴. The need for curriculum transformation is evident in the context of global developments and the digital age. The transformation of higher education in the digital age in a global context is essential to advance higher education and its role in the development of the global Society²⁵. It is also imperative to address challenges and tensions between national policies, regulations, and higher education systems to ensure an environment conducive to digital transformation in higher education²⁶. Higher education also requires adaptation to the map of development of economic, political,

¹⁹ Muhammad Rijal Fadli, "Understanding Qualitative Research Method Design," *Humanika* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>.

²⁰ Latifah Uswatun Khasanah, "Quantitative Data Analysis, Recognize Descriptive Analysis," *DQ LAB*, 2021.

²¹ Yep. Son Aghni, "Descriptive Analysis: Definition, Purpose, Method, and How to Make It," *educativa.id*, 2023, <https://educativa.id/2023/05/31/analisis-deskriptif-pengertian-tujuan-metode-dan-cara-membuatnya/>.

²² Doni Koesoema, "Curriculum Transformation," *Media Indonesia*, 2019, <https://mediaindonesia.com/kolom-pakar/269342/transformasi-kurikulum>.

²³ Koesoema.

²⁴ Minister of Education and Culture and Technology, "Transforming Indonesian Education through Independent Learning," Ministry of Education and Culture, 2022, <https://www.kemdikbud.go.id/main/blog/2022/05/mendikbudristek-jelaskan-transformasi-pendidikan-indonesia-melalui-merdeka-belajar>.

²⁵ Egi Abinowi, "Higher Education Transformation in the Digital Age in a Global Context," *Widyatama Community*, 2022, <https://komunita.widyatama.ac.id/transformasi-pendidikan-tinggi-di-era-digital-dalam-konteks-global/>.

²⁶ Abinowi.

social, and environmental systems, which are interconnected to a certain degree²⁷. Global education with the direction of scientific progress and the demands of world development needs to synergize to make changes in the education model more effective and efficient²⁸. Digital transformation in the world of Education in turbulent times creates opportunities and challenges that are recognized by society, especially educators and students²⁹. Mastery of technology facilitates the learning process and helps improve the quality of education³⁰. Therefore, digital transformation will have a significant impact on the development of the Education community and the quality of Education itself.

In addition, curriculum changes are not a new phenomenon, and have become commonplace in various countries, including Indonesia³¹. Curriculum changes are a consequence of political, socio-cultural, economic, and technological developments, as well as the need to adapt to globalization, environmental issues, rapid technological advances, quality, investment, and transformation in the Education sector³². Curriculum transformation can ensure the relevance of Education to the global and development of Society through adjusting content, teaching methods, and evaluation approaches to meet the needs and demands of the times³³. In the digital context, curriculum transformation can involve the use of artificial intelligence (AI) to create education that is more adaptive, interactive, and relevant to technological and community developments³⁴. The use of AI in curriculum transformation allows personalization of learning, where each student can learn according to his own ³⁵pace, learning style, and interests. In addition, the integration of AI technology in the Education curriculum aims to improve the quality and relevance of learning by utilizing AI computing, data analysis, and its adaptive capabilities.

The impact of global development must be immediately responded to and considered on curriculum development at every level of education³⁶. The curriculum needs to adapt to the map of development of economic, political, social, and interconnected environmental systems. therefore, curriculum transformation becomes important to ensure relevant and effective Education in the modern era.

²⁷ Ricky Wirasmita and Erry Hendriawan, "Implementation of Community Education Model in the Globalization Era," *Pulpit Education* 5, no. 2 (2020): 161-76, <https://doi.org/10.17509/mimbardik.v5i2.28873>.

²⁸ Wirasmita and Hendriawan.

²⁹ Romi Siswanto, "DIGITAL TRANSFORMATION IN POST-PANDEMIC EDUCATION RECOVERY," Ministry of Education and Culture, 2022, <https://gurudikdas.kemdikbud.go.id/news/transformasi-digital-dalam-pemulihan-pendidikan-pasca-pandemi>.

³⁰ Siswanto.

³¹ Prastowo, "Transformation of Primary and Secondary Education Curriculum in Indonesia."

³² Prastowo.

³³ Yustiasari Liriwati, "Curriculum Transformation; Artificial intelligence to build future-relevant education."

³⁴ Yustiasari Liriwati.

³⁵ Yustiasari Liriwati.

³⁶ Chomsah, "ADAPTATION OF ALTERNATIVE CURRICULA IN THE DIGITALIST ERA."

This allows Education to become more adaptive, interactive, and relevant to technological developments and Society³⁷.

The Extent To Which Curriculum Transformation Can Contribute Positively To Student Development In The Face Of Changes And Complexities Of Life In The Contemporary Era

Curriculum transformation can contribute positively to student development in facing changes and complexities of life in the contemporary era through various kinds of adaptation efforts to the times and technology. In Indonesia, the transformation of primary and secondary education curricula is carried out by implementing two curricula at once, as an effort to accommodate changes in the world of work and ensure the relevance of education to the demands of³⁸the times.in addition, digital transformation in education allows system interconnection of various aspects of life, including the world of work.the Indonesian government is working hard to provide digital infrastructure and digital learning systems national to support digital transformation in Education.

Curriculum transformation also aims to improve the quality of learning by presenting more effective, innovative, and adaptive teaching methods. Thus a dynamic up *to date* curriculum is a curriculum that always keeps up with the times, including the development of science and technology³⁹. In this digital era, curriculum transformation is an important step in ensuring relevant and effective education in the modern era.

With the transformation of the curriculum, students can be better prepared to face the changes and complexities of life in the contemporary era. Curriculum transformation allows Education to become more adaptive, interactive, and relevant to technological developments and society⁴⁰. Through efforts to adapt to the times, technology, and industrial needs, curriculum transformation can contribute positively to student development in facing changes and complexities of life in the contemporary era.

Curriculum transformation provides various benefits for students in facing changes and complexities of life in the contemporary era. Here are some of the benefits of curriculum transformation:

- **Relevance to the demands of the times:** curriculum transformation allows education to remain relevant to the demands of the times, including the development of science and technology⁴¹
- **Preparation with required skills** : a transformed curriculum can prepare students with skills needed in an ever-evolving world of work, such as critical thinking, creativity, collaboration, and problem-solving skills.

³⁷ Yustiasari Liriwati, "Curriculum Transformation; Artificial intelligence to build future-relevant education."

³⁸ Prastowo, "Transformation of Primary and Secondary Education Curriculum in Indonesia."

³⁹ Rina, "Curriculum Definitions," 2003, 3-5.

⁴⁰ Roesminingsih, "Digital Transformation in Learning," imadiklus, 2021, <https://imadiklus.or.id/transformasi-digital-dalam-pembelajaran/>.

⁴¹ Prastowo, "Transformation of Primary and Secondary Education Curriculum in Indonesia."

- **Personalized learning** : curriculum transformation allows for personalized learning, where each student can learn according to his own pace, learning style, and interests⁴².
- **Delivering meaningful learning**: a transformed curriculum aims to produce meaningful learning and create a superior personality⁴³.
- **Supports transformative learning** : curriculum transformation supports learning processes that bring students closer to field facts, present knowledge critically and reflectively, and position teachers as facilitators to lead and encourage the learning process⁴⁴.

With the transformation of the curriculum, students can be better prepared to face the changes and complexities of contemporary life. This curriculum transformation also allows Education to become more adaptive, interactive, and relevant to technological developments and society, thus contributing to changes and complexities of life in the contemporary era

CONCLUSION

It is concluded that curriculum transformation is crucial in ensuring the relevance of education to global developments and the needs of society in the contemporary era. Curriculum transformation allows Education to become more adaptive, interactive, and relevant to technological developments and society. With the transformation of the curriculum, students can be better prepared to face the changes and complexities of contemporary life. A transformed curriculum can prepare students with skills needed in an ever-evolving world of work, such as critical thinking, creativity, collaboration, and problem-solving skills. In addition, curriculum transformation allows for personalized learning, where each student can learn according to his own pace, learning style, and interests. Therefore, curriculum transformation contributes positively to student development in facing changes and complexities of life in the contemporary era.

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⁴² Usanto Usanto, "The Impact of the Implementation of the Independent Curriculum on Lecturers and Students in Higher Education," *Complexity: Scientific Journal of Management, Organization and Business* 11, no. 2 (2022): 49–56, <https://doi.org/10.56486/kompleksitas.vol11no2.263>.

⁴³ Usanto.

⁴⁴ Amar Nugraha Nita Isaeni, "Technology in the Transformation of Independent Curriculum Learning," Ministry of Education and Culture, 2022, <https://gurudikdas.kemdikbud.go.id/news/teknologi-dalam-transformasi-pembelajaran-kurikulum-merdeka>.

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