



## Learning Curriculum During the New Era in Gorontalo

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### **Abstract**

This study aims to be able to know and understand more about the formation of the Indonesian education curriculum, especially Gorontalo at the time limit of the new era period. Because at that time it was a turning point in Indonesian education where the education axis increased significantly in a period of approximately 22 years starting from 1966 to 1988, led by the Suharto regime. This study uses a historical writing methodology which contains 4 stages, namely the first begins with Heuistics or source collection then continues with Criticism, interpretation and ends with Historiography or what we call historical writing.

**Keywords:** *Curriculum; Education; New Era; Gorontalo*

### **Introduction**

The government during the New Era era was a government that began after the end of the Old Order government. The baton of the Indonesian leadership passed into Suharto's hands, who at that time served as a senior Indonesian military official with the issuance of a warrant on March 11 which stated "...that everything regarding Indonesian leadership was delegated to Suharto". The leadership during the New Era period was approximately 32 years (M. Asri, 2017: 195).

When you think about the New Era, you must remember several events, such as the Trisakti tragedy, the monetary crisis, and chaos and chaos in the capital between the people and government officials. However, these events occurred towards the end of the New Era period which was different from the beginning of the entry of the New Era. Initially the New Era entered by elevating the G30S/PKI incident as the main factor where Indonesia needed a change of leadership in order to maintain its existence. At that time the New Era government focused on its government system in returning Pancasila and the 1945 Constitution as the basic ideology of the State because it was considered that they would be converted into communist ideology (Fitri Wahyuni, 2015: 233).

The public response at that time was enthusiastic about the government program because according to them the communist ideology at that time had deviated from what was prevailing in the norms of society and also Indonesia experienced some chaos in the political field over Soekarno's policies which at that time refused assistance from the State. foreigners under the pretext of eliminating western influence in Indonesia as a result the Indonesian economy slumped considerably in 1965, so that the fresh air under the New Era felt very good for the Indonesian people at that time (Habuahiji, Interview, 13 November 2021).

The New Era leadership had several work programs in the fields of politics, economics and education. The most striking work program from the New Era era was the "PELITA I" work program or what we know as the first five-year work plan. In addition, there are several government programs that are more inclined towards education although it can still be seen that most of them are still being ridden by parties who have an interest in government politics (Syeh Hawib Hamzah, 2014: 12).

Gorontalo itself is still getting political influence from the New Era, especially in the field of education. Many education personnel during the New Era were pressured or threatened to join a political party, at that time the Golkar party was the party that held political power. If educators or teachers, especially civil servants, do not enter or vote for the Golkar party, they must be prepared for the consequences, such as being difficult to manage in the government or family members who are civil servants must be ready to be transferred (Yunus Musa, Interview, 12 November 2021).

The era of national development is a nickname that was put on during the New Era government which was displayed at the front although not behind. Because there have been some significant changes in government policies with presidential instructions (Inpres) for basic education. But unfortunately this program is not in line with expectations because the Presidential Instruction is more concerned with quantity than quality, as a result, many graduates are educated without paying attention to the quality of the learning provided (Nasution, 2001:13).

The implementation of education during the New Era era turned out to have many obstacles, because the New Era education carried the ideology of "uniformity" so as to compress progress in the field of education. Ebtanas, UMPTN, becomes the selection of students' intellectual uniformity. In the New Era education, equality in education could not be created because the dominant and submissive elements were still very strong in the New Era education pattern. At this time, students are given a large and heavy burden of subject matter without paying attention to the limitations of the allocation of interests with other curriculum factors to be sensitive to the environment (I Gde Widja, 1989: 20). As for the education sector, the government issued a presidential decree which was more prominent. Indoctrination during the Soeharto era was instilled from the elementary school level to the level of higher education, education which should have freedom of thought. At that time, education was directed at the development of militant militarism in accordance with the demands of life in a cold war atmosphere. Everything is rigid and runs in an authoritarian system (Yunus Musa, Interview, 12 November 2021).

In the end, the educational policy of the New Era era directed the young generation of the Indonesian nation to uniformity and produced a sterile generation in the sense that they could not work because they were forced to be the same as others and were afraid of differences. not only experienced by students but also experienced by educators who find it difficult to voice their opinions because they are pressured by the power of the New Era regime because it can be considered a subversive act (Made Pidarta, 1997: 123). In a broader language, we can understand that the New Era government had a negative and positive impact on its journey period and that's why we can sort and choose which ones are good and which can't be used in our thinking in making decisions (Nasution. 2001: 15).

### **The Transition of Gorontalo Education: From the Old Order to the New Era**

In 1952 the history curriculum was changed to a science-based curriculum, but because it was considered less attention to aspects of student skills, and even considered too academic, this curriculum did not last long. very stiff. This new style curriculum was used as an arena for the legitimacy of the ruler's political policies which led to a unilateral justification of the leadership theory established at that time which was based on Pancasila and Manipol (Political Manifestations of the 1945 Constitution which consisted of Indonesian socialism, guided democracy, guided economy and Indonesian personality) (Safitri Mardiana & Sumiyatun, 2017: 45).

After the era of Soekarno's leadership, it was replaced by the Soeharto era government which was called the beginning of the New Era era. The curriculum also changed in it by implementing the 1968 curriculum. This curriculum is also inseparable from political content, even though the education system has been directed to strengthen religious beliefs. In the 1975 curriculum, historical education materials are imbued with Pancasila morals and apply the importance of 1945 values for future generations. This New Era-based curriculum also only lasted for nine years and was then replaced with the 1984 curriculum. In the 1984 curriculum, it was emphasized that the education sector must support national development in all fields (Aman, 2011: 46).

The New Era government based on socialism is an educational reference that will be built and implemented with the aim of developing and advancing the Indonesian nation in the future. The slogan of development has been attached to the Suharto regime as well as education policies adapted to the development movement which shows that development is based on the foundation of education. The curriculum of the New Era era composes a "process skill approach" where the process becomes more meaningful in the application of education, but the goal is always a meaningful and main aspect (Safei & Hudaidah, 2020: 4).

The Indonesian education curriculum often undergoes changes which are designed, and has a very supportive position in all learning activities that will determine the outcome of an educational process. Teaching and learning activities in the Dutch era used a curriculum that had colonial elements in it and which supported its mission in carrying out ethical politics at that time, as was the case during the Japanese colonial period. After Indonesia declared its independence in 1945, Indonesian education began to develop towards the development of national identity (Nurjayati Saleh, Interview, 10 November 2021).

### **The Condition of Gorontalo Education During the New Era**

Gorontalo in the New Era government entered a different stage from that experienced by the Java region. In contrast to the Java area, Gorontalo is lacking in movement which looks calm if you look closely. In the Java area, when the New Era era was nearing the end, there were many chaos that occurred based on the existence of the monetary crisis which was the beginning of the motive for the chaos in the economy. start with that (Hasanudin, 2021: 33)

Education in the New Era era said that the curriculum was too centralized, the material was redundant and there was overlap at different levels of education. As for what should not be forgotten that the curriculum needs to be overhauled because during the New Era era there were several distortions of historical facts. However, the people of Gorontalo did not feel a significant impact in the field of education, even some people praised that during the New Era era they received a better education compared to education during the Old Order (Asvi Warman Adam, 2009: 42).

The people of Gorontalo have some memories of the condition of education during the New Era era. When the New Era era began in Gorontalo itself, it did not have a good impact in the field of education, but after several years the New Era program in the field of education could be felt by the community, even people who did not have the financial ability to take the education route were assisted with the compulsory education movement program. with efforts to implement 9 years of compulsory education in the age group 7-15 years which was inaugurated on May 2, 1994 and this was reinforced by Presidential Instruction No. 1 of 1994 (Habua haji, Interview 13 November 2021).

The beginning of the New Era era was very much accepted by the people of Gorontalo, even though at that time the people of Gorontalo became pro with the New Era government programs, because according to the community, government policies were issued during the New Era period and were considered supportive of all community complaints. There was also the PELITA 1 policy which became a reference program in political policy at that time (Nasution, 2001: 15).

## **Policies During the New Era Period That Applied in Gorontalo**

The New Era is a center of all the development of the Indonesian people today. Since the emergence of the New Era era, new ideas have emerged about the renewal of education and culture. This is because the New Era has established an era of development within a certain period of time, a period that has special mental characteristics and has an influence on the life of the nation which is filled with development and is directed at a certain goal. gradual but continuous (Suradi dkk, 1986: 60).

The Suharto regime or the New Era government has a different curriculum from that used during the Old Order. This difference is an increase in the educational curriculum where the curriculum during the New Era era consisted of the 1968 curriculum which contained the Pancasila development group, basic knowledge and special skills, the emphasis was only on the intellectual aspect, then the 1975 curriculum was emphasized to be more effective and efficient based on MBO or Management by objective (Rahim Komendangi, Interview, 13 November 2021).

The 1975 curriculum is goal-oriented, meaning that the government formulates goals that must be mastered by students or better known as a hierarchy. Educational goals which include national education, institutional goals, curricular goals, general instructional objectives and specific instructional objectives. Some of these goals are the basis of the 1975 curriculum program, although the results in the field of this curriculum still seem colored by certain interests that tend to coordinate systems that are not in line with the 1945 Constitution (M Asri, 2017: 197).

Gorontalo itself during the Soeharto presidency supported good education from all aspects, including religious education. Gorontalo education during the New Era period with the support of several schools that have an Islamic religious education system such as pesantren and Madrasah tsanawiyah and aliyah. His support in establishing Islamic religious schools is none other than the fact that the majority of Gorontalo's population are predominantly Muslim, although they are still driven by politics, but the people of Gorontalo are happy with the support (Nur Jayati Saleh, Interview, 11 November 2021).

## **Conclusion**

An important element in education is the curriculum, every form of both method models and learning media is included in the educational curriculum and usually the curriculum is in line with the development of education which continues to increase at every level of education. Indonesian education in the New Era was not the main goal in its work program. At that time the government preferred improvement and development in the economic sector and development as its main goal and pursued its policies through administrative structuring and dominating the military. So no wonder at that time Indonesia was known as the Asian tiger due to Indonesia's development which was considered fast for a developing country, although it did not cover all the bad things about the regime.

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