

TEACHERS' PERSPECTIVES ON CURRICULUM CHANGES IN INDONESIAKuntum Khaira A.M¹ , Darul Ilmi² ***Correspondence :**Email : khuntumkhaira093@gmail.com**Authors Affiliation:**^{1,2}Universitas Islam Negeri
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Curriculum**Kata Kunci :** Guru, Kurikulum**Abstract**

This research discusses teachers' perspectives on curriculum change in Indonesia, highlighting the various challenges and hopes that arise in the implementation process. This research uses a qualitative method with a literature study approach, which involves reviewing literature from the latest books and journals related to the topic. The results of the analysis show that teachers' perspectives vary greatly, depending on the extent to which they understand and are supported in implementing the new curriculum. Common obstacles teachers face include a lack of adequate training, limited resources, and administrative burdens that distract from teaching focus. In addition, there are great hopes from teachers for improvements in terms of continuous training and stability of curriculum policies so that they can be implemented effectively. The conclusion of this research emphasizes the importance of full support from related parties to increase teacher readiness and acceptance of curriculum changes, for the successful implementation and improvement of the quality of education in Indonesia.

Abstrak

Penelitian ini membahas perspektif guru terhadap perubahan kurikulum di Indonesia, dengan menyoroti berbagai tantangan dan harapan yang muncul dalam proses implementasinya. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kepustakaan, yang melibatkan peninjauan literatur dari buku-buku dan jurnal-jurnal terbaru terkait topik tersebut. Hasil analisis menunjukkan bahwa perspektif guru sangat bervariasi, bergantung pada sejauh mana mereka memahami dan didukung dalam menjalankan kurikulum baru. Kendala umum yang dihadapi guru mencakup kurangnya pelatihan yang memadai, keterbatasan sumber daya, dan beban administratif yang mengganggu fokus pengajaran. Selain itu, terdapat harapan besar dari para guru untuk perbaikan dalam hal pelatihan berkelanjutan dan stabilitas kebijakan kurikulum agar dapat diterapkan secara efektif. Kesimpulan dari penelitian ini menekankan pentingnya dukungan penuh dari pihak terkait untuk meningkatkan kesiapan dan penerimaan guru terhadap perubahan kurikulum, demi keberhasilan implementasi dan peningkatan kualitas pendidikan di Indonesia..

INTRODUCTION

Curriculum changes in Indonesia are an issue that is always relevant in the world of education because it has a direct influence on learning practices in schools. In each curriculum change, teachers play a central role in implementing and adapting teaching approaches in accordance with the latest policies. Even though the main aim of curriculum change is to improve the quality of education and respond to global challenges, it is not uncommon for teachers to face obstacles in implementing it, such as limited training, resources, and lack of in-depth understanding.

Curriculum changes have become a primary focus in education as they directly impact the learning process and educational outcomes. These changes are generally aimed at aligning with the times and fulfilling the competencies required for students to face global challenges (Yusuf, 2021). Curriculum modifications are also expected to increase the relevance of education to labor market demands and to help students develop 21st-century skills (Arifin, 2020). This raises diverse perceptions among educators, especially teachers, as the frontliners in implementing curricula in schools.

Teachers often experience challenges in implementing curriculum changes, which typically require adaptation in teaching methods, materials, and educational resources. Frequent curriculum changes may cause confusion among teachers in aligning their teaching with the latest standards (Rahmawati, 2022). Studies indicate that in facing these changes, not all teachers have the same level of preparedness, thus necessitating ongoing training and guidance (Ibrahim, H., & Syahrul, 2019).

In general, teachers have diverse perceptions of curriculum changes. According to research by (Marlina, 2023), most teachers in Indonesia perceive curriculum changes positively yet find them challenging. Some teachers view the changes as beneficial, as they feel these changes encourage continuous learning and skill development in teaching. However, others feel challenged due to their unfamiliarity with the latest updates (Herlina, 2021).

Furthermore, research by (Yulianti, N., & Saputra, 2023) reveals that adequate readiness and support from schools and the government significantly impact the successful implementation of a new curriculum. Support in the form of training, resources, and sufficient time is essential for teachers to understand and apply the new curriculum effectively (Agus, M., & Mulyana, 2020). This indicates the importance of the involvement of various parties in supporting teachers' adaptation to curriculum changes.

Several studies show that teachers' attitudes towards curriculum change are closely related to the extent to which they feel supported by adequate training and resources. Therefore, understanding teachers' perspectives on curriculum changes is important so that the development and implementation of educational policies in the future can run more effectively and in accordance with needs in the field.

Therefore, this study aims to analyze teachers' perspectives on curriculum changes, focusing on challenges, readiness, and support experienced during the implementation process. Through this analysis, it is expected to provide insight into teachers' views and needs in facing curriculum changes, so that curriculum-related policies can be more effectively targeted (Putra, 2022).

METHODS

The purpose of this research is to explore teachers' perspectives on curriculum changes. The method used is a literature review, drawing from 9 journal articles sourced via Google Scholar. A literature review involves collecting information and data through various materials available in libraries, such as reference books, previous research findings on similar topics, articles, notes, and various journals related to the issue being studied. This activity is conducted systematically to gather, process, and conclude data using specific methods or techniques to seek answers to the research problem.

RESULT AND DISCUSSION

RESULT

Meta analysis was carried out in this research by collecting 10 research results related to Indonesian language teachers' perceptions of curriculum changes that occurred in Indonesia. The data is presented in the following table:

Table 1. Analysis of Library Research Journals

No	Author, Research Title, and Journal Identity	Findings
1	Fadhilah, A., Aruan, A., Muti, M. S. H., dkk. 2024. Persepsi Guru Terhadap Perubahan Kurikulum Merdeka. Lencana: Jurnal Inovasi Ilmu Pendidikan. 2(1). 20-28. (Fadhilah et al., 2024)	The curriculum change has generated various perceptions among educators. Some teachers view it positively, seeing it as an opportunity to enhance their creativity in teaching. However, others feel anxious and burdened by the new curriculum, as well as unprepared for the adjustments required. Therefore, support from the school is crucial, including training to improve teachers' understanding of the independent curriculum and financial assistance to meet teaching and learning needs. The implementation of the independent curriculum is expected to enhance students' comprehension of lessons and help them explore and develop their potential into valuable competencies.
2	Deti, S., Ramadhan, A. F., dkk. 2024. Perspektif Guru Sekolah Dasar terhadap Tantangan Penilaian Kurikulum Merdeka dan Kurikulum 2013. Jurnal Pendidikan Tambusai. 8(1). 1852-1859. (Deti et al., 2024)	The implementation of the Independent Curriculum among elementary school teachers has led to diverse perceptions regarding changes in assessment methods compared to the 2013 Curriculum. Most teachers acknowledge the challenges in adapting, particularly due to the complexity of assessments and the shift in focus toward understanding concepts, critical thinking skills, and formative assessments.
3	Susmita, N., Agustina, dkk. 2024. Persepsi	The analysis indicates that teachers have

	Guru Bahasa Indonesia tentang Perubahan Kurikulum. <i>Journal on Education</i> . 6(2). 11420-11430. (Susmita et al., 2024)	varied perceptions regarding curriculum changes; some feel prepared and welcome the shift, while others face challenges and confusion. The main obstacles identified include limited understanding, resource constraints, heavy workloads, and resistance to change.
4	Wirianto, D. 2024. Perspektif Historis Transformasi Kurikulum di Indonesia. <i>Islamic Studies Journal</i> . 2(1). 133-146. (Wirianto, 2014)	Curriculum changes occur not only due to shifts in the structural leadership within educational institutions but also to address the evolving needs of the education sector. Each curriculum, when examined more closely, has its own strengths and weaknesses compared to others. Therefore, it is crucial for educators to have a comprehensive understanding and mastery of the curriculum to align their teaching with the curriculum's objectives, ensuring that educational goals are effectively achieved.
5	Kustijono, R. & Wiwin, E. HM. Pandangan Guru Terhadap Pelaksanaan Kurikulum 2013 Dalam Pembelajaran Fisika SMK Di Kota Surabaya. <i>Jurnal Pendidikan Fisika dan Aplikasinya (JPFA)</i> . 4(1). 1-14. (Kustijono & Wiwin HM, 2014)	<ol style="list-style-type: none"> 1. Teachers believe they do not fully understand the principles of learning. 2. Teachers feel they have not completely grasped the principles of assessment. 3. Teachers view the preparation of lesson plans as still challenging. 4. Teachers perceive that they are not yet able to conduct learning activities that meet process standards. 5. Teachers feel they are still unable to carry out assessments in accordance with assessment standards. 6. The hope for the implementation of the 2013 Curriculum is that it can be carried out according to the established standards, while the biggest challenge lies in how teachers can respond to and properly implement the curriculum.
6	Hamdi, S., Triatna, C. & Nurdia. 2022. Kurikulum Merdeka dalam Perspektif Pedagogik. <i>SAP (Susunan Artikel Pendidikan)</i> . 7(1). 10-17. (Hamdi et al., 2022)	Teachers need to enhance their pedagogical skills, including a deeper understanding of constructivist learning theory, the ability to design and choose approaches for Pancasila Student Profile projects, and broader application of formative assessments in evaluating student learning.
7	Aulia, R. & Andini, P. 2024. Analisis	The development of a professional

	<p>Kesiapan Guru Dalam Menghadapi Tantangan Kurikulum Merdeka: Perspektif Guru Sekolah Dasar. <i>Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu Sosial</i>. 2(3). 81-89. (Aulia, R. & Andini, 2024)</p>	<p>development plan for primary school teachers can help address the challenges posed by the Independent Curriculum. This can be achieved through steps such as assessing teachers' needs, designing professional development materials, creating teaching resources, and conducting training sessions. These measures will equip teachers with the necessary knowledge and skills to effectively navigate the Independent Curriculum.</p>
8	<p>Warsihna, J., Ramdani, Z., dkk. 2023. Tantangan Dan Strategi Implementasi Kurikulum Merdeka Pada Jenjang SD: Sebuah Temuan Multi-Perspektif. <i>Jurnal Teknologi Pendidikan</i>. 11(1). 296-311. (Warsihna et al., 2023)</p>	<p>The introduction of the independent curriculum was well-received by all levels of education in this study. This is reflected in the enthusiastic attitudes of all respondents who are committed to learning and implementing the values of the independent curriculum in the teaching process. The greatest challenges in implementing this curriculum include the readiness of teachers as agents of change in the classroom and the school's support in providing necessary facilities.</p>
9	<p>Ngurah, G., Ketut, N. S., dkk. 2022. Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide. <i>Jurnal Education and development Institut Pendidikan Tapanuli Selatan</i>. 10(3). 694-700. (Santika et al., 2022)</p>	<p>The head of the education department plays a role in formulating policies and implementing the curriculum. The school principal, as a professional leader, is responsible for translating societal and cultural changes into the curriculum. Teachers contribute by providing input in the development of the school curriculum. Students serve as feedback for the future development of the curriculum. The school committee can offer ideas, suggestions, or considerations for the improvement of the school's curriculum. The minister is the decision-maker for the national curriculum policies.</p>

Based on the research data above, the following conclusions can be drawn:

First, teachers have diverse perceptions of the curriculum change, with some feeling ready and accepting of the change, while others experience difficulties and confusion.

Second, the challenges faced by teachers in adapting to the curriculum change include issues such as understanding the new curriculum, limited resources, high workloads, and resistance to change. Solutions to address these challenges involve better training, administrative support, and redistribution of tasks.

Third, the implementation of the Independent Curriculum among elementary school teachers has sparked various perceptions regarding changes in assessment methods compared to the 2013 Curriculum. Most teachers acknowledge the challenges in the adaptation process, particularly concerning the complexity of assessment and the shift in focus towards conceptual understanding, critical thinking skills, and formative assessment.

Fourth, teachers need to enhance their pedagogical skills, such as understanding constructivist learning theory, developing skills in designing and selecting approaches for the Pancasila student profile project, and using a broader range of formative assessments in the learning evaluation process. In the classroom, students are not only expected to accept truths and follow the teacher's instructions but are encouraged to explore, think critically, and observe the development of the world and the phenomena occurring (Hasdi et al., 2023). The advancement of the internet and information technology provides a significant opportunity to promote freedom in learning.

Fifth, the head of the education department plays a role in formulating policies and implementing the curriculum. The school principal, as a professional leader, is responsible for adapting societal and cultural changes into the curriculum. Meanwhile, teachers play a role in providing input and considerations for curriculum development in schools.

DISCUSSION

Curriculum changes in Indonesia often elicit a range of responses from teachers, who play a key role in implementing the changes in the classroom. Generally, teachers' perspectives on these changes vary, depending on their understanding of the goals, content, and implementation of the new curriculum. Some teachers view the curriculum change as a positive step towards improving the quality of education, as it allows for adjustments in line with the evolving times and the needs of students.

However, others perceive the change as a significant challenge, particularly when it is not accompanied by sufficient training and socialization. This perception stems from teachers' daily experiences in applying new materials, adapting teaching methods, and managing the varying abilities of students to adjust to the new curriculum. Therefore, a deep understanding and support from relevant stakeholders are crucial to help teachers accept and implement the curriculum change more effectively.

Teachers often encounter various challenges when confronted with curriculum changes. Common difficulties include limited resources, such as textbooks and teaching media that align with the new curriculum. Additionally, the lack of adequate training and workshops leaves teachers feeling unprepared to implement these changes. Heavy administrative burdens also pose an obstacle, shifting the teachers' focus from teaching to managing tasks. This situation is further complicated when teachers must adjust their teaching strategies to meet the diverse needs of students while maintaining effective learning during the curriculum transition.

Expectations for Future Curriculum Improvement

Expectations for future curriculum improvements focus on several key areas desired by teachers. First, there is a need for more comprehensive and ongoing training to ensure that teachers fully understand the essence of the new curriculum before it is implemented. Second, the provision of complete and easily accessible learning resources would greatly aid in simplifying the teaching process. Teachers also hope that curriculum changes will become

more stable, reducing frequent revisions within short periods, allowing both teachers and students time to adapt effectively.

Furthermore, improved communication and coordination between policymakers, schools, and teachers are expected to create a more targeted and effective curriculum system. Third, there is a call for visionary leadership. Visionary leadership involves guiding an organization by setting a shared vision in response to societal changes and directing members to work collaboratively toward that vision, ensuring that the outcomes align with the collective goal (Fiandi & Ilmi, 2022).

CONCLUSION

This study highlights that teachers' perspectives on curriculum changes are greatly influenced by the level of support and preparedness they receive in navigating the transition. Teachers play a crucial role in the successful implementation of new curricula, but they are often faced with several challenges, such as limited training opportunities, lack of resources, and high administrative burdens. These challenges can shape varying viewpoints among educators, from those who view the change as an opportunity to improve the quality of teaching to those who adopt a more skeptical stance due to insufficient outreach and support.

In light of these factors, it is essential to focus on comprehensive training, adequate resource support, and policy stability to facilitate a smoother adoption of the new curriculum. Teachers need continuous guidance and professional development to enhance their understanding and capabilities in applying the new curriculum effectively. Such efforts are expected to not only support teaching effectiveness but also contribute to advancing the overall quality of education in Indonesia, ensuring that educators are well-equipped to meet the demands of evolving educational standards.

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