

COMPARATIVE STUDY OF ELEMENTARY ART EDUCATION CURRICULUM IN INDONESIA AND MALAYSIA

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ABSTRACT

The curriculum needs to be studied and improved on an ongoing basis to respond to the challenges of the times. One of the urgencies of curriculum studies is how academics and practitioners can broaden the horizons of discussion through observing, studying and comparing various best practices in education. Therefore, this research tries to dig up information in depth and analyze the concept and form of the elementary school fine arts education curriculum in Indonesia and Malaysia to contextually understand the characteristics of fine arts education in both countries.

This comparative qualitative study analyzed and compared elementary school fine arts education curricula in Indonesia and Malaysia to identify similarities and differences. This research aims to analyze 1) the similarities and differences in the concepts of elementary school fine arts education curricula in Indonesia and Malaysia, 2) the similarities and differences in the structure of elementary school fine arts education curricula in Indonesia and Malaysia, 3) the similarities and differences in references for the implementation of elementary school fine arts education curricula in Indonesia and Malaysia. Interviews, observation and documentation were carried out for data collection, and then the data was analyzed through the stages of reduction, data presentation and conclusion.

The research results show: 1) The Merdeka Curriculum is prepared based on personal, institutional and regional independence principles to determine individual development decisions. The National Curriculum is an educational program that includes a curriculum and co-curricular activities that cover all knowledge, skills, norms, values, cultural elements and beliefs to help a student develop fully physically, spiritually, mentally and emotionally as well as to grow and improve moral values desirable and to impart knowledge; 2) The Independent Curriculum consists of several documents containing subject names, year of publication, activities, learning outcomes, graduate competency standards, additional content, phases, choice of learning strategies, time allocation and other descriptions. The National Curriculum consists of one document for each year, which contains subject names, year of publication, foundation, definitions, goals, objectives, achievements, additional content, learning strategies, assessment and evaluation strategies, time allocation and further descriptions; 3) The reference for the implementation of the Independent Curriculum is generally more complete but challenging to understand practically and concretely. The reference for implementing the National Curriculum is concise and relatively easy to implement by educational units and teachers.

Kata Kunci: *Curriculum, art education, elementary school, Indonesia, Malaysia*