Comparative Study of Geography Education Curriculum in Indonesia And Malaysia

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Abstract. Curriculum 2013, is a process of perfecting from the previous curriculum for the education system in Indonesia, but to know excellence of the curriculum 2013 it is not enough to uses the domestic indicators, therefore we will compare between the curriculum of Indonesia and the curriculum of Malaysia in geography subject, just because geography is one of subjects that might improve the student patriotism. The topic taken about the idea of curriculum of geography education, document of curriculum of geography education, and management and application of curriculum of geography education in Indonesia and Malaysia. The type of research uses a qualitative approach, with involving both the informants and secondary data as a data source. For technique data collection used is observation, deep interview, and triangulation of data. The result of research between curriculum of Indonesia and Malaysia has many similar ideas, documents, and applications that aim to create students with 21st century skills. In terms of documents, management and application have many similarities but have different models, and the conclusion of the research is curriculum in Indonesia and in Malaysia both have the advantages and disadvantages of every one in accordance with the conditions social and cultural’s country.

1. Introduction
Education in Indonesia still have various problems, therefore the public's attention to education issues never diminishes. The issue will never be completed, because the substance transformed during the education and learning process is always under the development of science, technology, and society's progress. Some of the most prominent educational issues today are the poor quality of the educational process.

Indicators of low quality of national education can be seen in the achievement of learners, such as the value of the National Examination (UN) average is still low. Over the years the decline of the quality of education in Indonesia has been felt, and for the umpteenth time the curriculum is blamed as the cause. This is reflected in efforts to change and improve the curriculum, from the 1975 curriculum replaced with the curriculum 1984, then replaced again with the 1994 curriculum, the 2004 curriculum based competency, Education Unit Level Curriculum (KTSP), and the last is the Curriculum 2013. The allegations are not entirely correct [1].

The curriculum is an integrated effort between (1). Reconstruction of graduate competencies, (2). Suitability, adequacy, breadth and material taught, (3). Learning revolution, and (4) Assessment reform.
Conceptually, the curriculum is an educational response to the needs of society and the nation in building the nation's young generation [2]. A good educational curriculum is essentially must be anticipatory and preparatory, always refers to the future, and always prepares the younger generation for a much better, better, and meaningful future life [3].

The public demand for education is also translated into the form of government development plans. The government's plans for the life of the nation in the future include: the transformation of agrarian society into industrial society, the reform of the centralized system of government to a decentralized system of government, and the development of various national qualities such as democratic, productive, tolerant, has competitiveness, has a habit of reading, a happy attitude and is able to develop knowledge, technology and art, healthy and physically healthy life, and so on. Formal demands like this should be translated into goals at every level of education, educational institutions, and in turn be the objectives of the curriculum.

Curriculum change is one of the government's efforts to improve the quality and relevance of education in order to achieve the excellence of the people of the nation in the mastery of science and technology as outlined in state direction. Thus curriculum change is expected to solve the problems faced by the world of education today, especially in entering the era of globalization that is full of various challenges, more than that changes and the improvement of the curriculum is expected to bring the nation and the country out of the multidimensional crisis, especially mental and moral crisis. This is reflected because one of the advantages of an enhanced curriculum is to provide wider opportunities for schools and regions in SKKD development. Schools and regions that have the ability to develop their own independent curriculum and develop SKKD in accordance with the conditions and needs [4].

Seen from several notions of the curriculum it can be concluded that the curriculum is an important component in education in the form of an integrated effort between the reconstruction of graduate competency, the arrangement of conformity, adequacy, breadth, and depth of material being taught, a learning revolution depicting the experience planned to achieve an educational objective and about assessment reform. Therefore, from the understanding of the curriculum, if it is related to the curriculum of geography subject, it can be said that the curriculum of geography subject is one of the important components of an education system that regulates the reconstruction of graduate competency, to adjust the suitability, adequacy, breadth and depth of geography learning materials at every level education, planning an experience based on geography and reforming geographic subject assessment in order to achieve educational goals.

In the face of the future in particular to face global connections and to adapt to changes through the educational process it is necessary to analyze content in the curriculum, how to select the material to be taught to learners, which material is considered the most important and which material is not very influential, choose the material what should come first and what material is delivered later. Learners also have to get an explanation of the local advantages in Indonesia, especially, learners in the high school stage because students this stage will continue to the university stage which is a science tower where the graduates will soon plunge into the community and the world of work so it is necessary understandings developed in learners so that when they learn to become learners they will think far ahead, choosing the majors that will be able to improve the quality of self to compete and better prepared to face the era of globalization or free market that is wider than MEA. Steps taken include changing mindsets or raising awareness about potentials in the State of Indonesia, fostering work ethic, improving positive mentality, deepening knowledge in their fields, sharpening skills or abilities, deepening basic skills, and enhancing enthusiasm power, with the development the Indonesian people so that make better prepared for the future.

Based on the seminar entitled "The Strategic Role of Indonesian Geography for the MEA" in November 2015 that the great potential is directly proportional to the constraints of large resource management, Indonesia is a very rich country but its population is still poor, and Indonesia's human resources are still low. The role of Geography education in facing the MEA implemented at the end of 2015 is enormous, since most of the Indonesian population do not know the events of this MEA, Geography educators should be able to convey to learners that our country is being attacked by other
countries, geography educators must deepen the knowledge geography especially about the potentials that exist in Indonesia and can convey correctly to the learners so as to awaken learners of our country to quickly respond in the face of this MEA. Through education is one of the socialization of introducing MEA to Indonesian society.

The Government of Indonesia has implemented various programs to improve education in Indonesia, including in curriculum improvement. The country of Indonesia has experienced five curricular turns and the last is the curriculum 2013. Curriculum 2013, is a curriculum of improvement of the previous curriculum and considered the best for the education system in Indonesia, but to know the benefits of the curriculum in 2013 is not enough just to use domestic indicators, there are comparisons with other countries. In this study, we will compare and examine the curriculum between Indonesia and the Malaysian curriculum in Geography subjects, since geography subjects are subjects that discuss resources and potentials that exist in a country that will increase the love of homeland learner. Based on the ASEAN scorecard, Malaysia is much more prepared than Indonesia in facing the MEA, and Malaysia is recognized in the field of economics, culture and education, it becomes our reason to compare the curriculum of Indonesia and Malaysia with refers to the improvement of the curriculum of 2013, besides the background of this research is because Indonesia with Malaysia are two countries that share the same family of Malay, adjacent areas, almost identical languages, and almost identical cultures. Based on these similarities, two harmonious diplomatic relations are established.

In this research there are several objectives based on the formulation of the problems that have been presented that is:

1) Analyze the idea of geography education curriculum of Indonesia and Malaysia.
2) Analyze the documents of geography education curriculum of Indonesia and Malaysia.
3) Analyze the management and application of geography education curriculum in Indonesia and in Malaysia.

2. Methods
The study uses qualitative research method, is a method by researching something natural, where we are the main actors in the study. That qualitative research is usually without hypothesis, if there is a hypothesis usually not tested according to statistical analysis [5]. The data collected is merely descriptive so it does not intend to test a particular hypothesis [6]. Based on the above understanding understood that descriptive qualitative method is a study that intends to understand and describe the phenomenon or problems about the subject experienced research, such as behavior, perception, performance, motivation and action with what it is and in this study connected with the curriculum subjects Geography in high schools in Indonesia and in Malaysia. The analysis conducted by us in this qualitative research is comparative, to compare the similarity of views, the change of people's perspective, group or state to a case or idea, in this study the we intends to compare an idea or related case in the curriculum of high school geography subjects in two countries namely Indonesia and Malaysia. In this qualitative research the data source is taken using purposive sampling and accidental technique for primary data collection and for secondary data retrieval using documentation study. Each study has several techniques in data collection as well as with this qualitative research. We performs several techniques in data collection are documentation study techniques, In-depth Interview (In Deep Interview), and Triangulation data or a combination of the three. In qualitative research the main instrument is ours, so that the meaning of research instrument in this opportunity is a qualitative research instrument. In this qualitative research, the data source is secondary data which is reinforced by the result of in-depth interview, the technique of collecting more data on the in-depth interview, and the documentation so that in this research the research instrument used for data collection is the interview guide which consists of a list of related questions the geography education curriculum in Malaysia and Indonesia. In a qualitative study required a test of data validity, to avoid data research results that are not clear. There are several steps to eliminate the doubt, such as by testing the validity of data, this is reinforced by that the validity test data include test credibility (inverbal validity), transferability (external validity), dependability, and confirmability.
In this study should construct research formats and strategies to get as much early as possible in the field, to the exclusion of the role of theory [8].

Analytical techniques conducted in this descriptive qualitative research have the following steps:

Data Presentation Stage: presented data is an integrated description of available documents from books, mass media, or the internet, and from documents provided by informants who have been interviewed.

Comparative Stage: is a process of comparing the results of data analysis that has been described by interpretation of data to answer the problems studied derived from books, mass media, internet and from documents provided by informants. The data obtained will be compared with the theoretical foundations and compared with the results of the interviews that have been conducted with the informants.

Stage Presentation of research results: This stage is done after comparing the results of the description of data from the documentation and interview results, then drawn a conclusion and the results of research can be presented.

As has been explained that the stages of qualitative research is the stage of qualitative analysis itself, thus the stages of the analysis is also conducted by us at each stage of his research in the field. The last stage is the reduction of data in a study is a step used when we have obtained the data needed to answer the problem. Data reduction is a process of selection, focusing on simplification, abstraction, and transformation of preliminary data arising from written records in the field. This data reduction persists continuously during qualitative research. The steps taken to reduce data are to sharpen the analysis, classify or categorize into each issue through brief descriptions, directs, discards unnecessary, and organizes the data so that it can be drawn and verified. Reduced data include all data on research problems [9].

There are stages: Categorize data (Coding) is an effort to sort through each unit of data into parts that have in common, interpretation of data is the search for a broader understanding of data that has been analyzed or in other words, interpretation is a detailed description of the true meaning of research data [9].

In this study, we conducted the selection of data obtained at the time of research on curriculum, about the idea of the formation and development of curriculum, about the documents used for the curriculum, and about the management and application of the curriculum in the school, then the data is classified and selected simply.

3. Result and Discussion

The curriculum in the education system has a very important function that is as a guide and reference in the learning process, without the curriculum the learning process will run without direction, as well as if there is no learning process then any good curriculum will not be implemented. That the curriculum is an educational tool in the context of developing quality human resources [10].

The curriculum is an important component in the delivery of education. Curriculum serves as a reference as well as guidelines for the implementation of education, both by managers and educational implementers, especially principals and teachers who play a direct role in the implementation of the curriculum.

That the curriculum as an educational design has a very strategic position in all aspects of education. Experts provide curriculum limitations in a variety of ways, ranging from just written curriculum or written documents to the implemented curriculum or curriculum. These limitations depend heavily on the views and experiences of experts. It happens because they depart from different perspectives. Therefore, there is no limit on the curriculum that is absolutely true or absolutely false [11].

The research entitled "Comparative Study of Geography Education Curriculum in Indonesia and in Malaysia" was carried out with various data excavations to form a discussion, extracting data in the form of collecting documents or secondary data required, and conducted in-depth interviews of informants by digging the data which are required to supplement data that is not available in the secondary data, the data taken are data relating to curriculum ideas, related documents, and curriculum management and applications in the country.
3.1. The Ideas of the Geography Education Curriculum in Indonesia and in Malaysia

One of the keys to improving a country is improving human resources by improving the education system in the country, in this case related to the curriculum as a guide in carrying out education. The curriculum is based on the country base if in Indonesia based on the 1945 Constitution, in Malaysia the curriculum is based on the national philosophy as the basis of the country. The background of the two countries in determining a curriculum is almost the same that encourages students to have the skills of the 21st century to be able to compete in the era of globalization, in Indonesia called HOTS and in Malaysia called KBAT, both aim to create critical thinking students in solving problems, can collaborate, be independent, and good at communicating.

Curriculum in Indonesia using curriculum 2013 that has been run since 2013 and revised in 2016, while in Malaysia using curriculum KSSM, which was run in 2017, previously is the KBSM, curriculum is in the revision because it follows the changing times of the more advanced and the higher the technology so that the curriculum must also adjust. The characteristic of the 2013 curriculum emphasizes better character education of learners, while the characteristic of KSSM is the enhancement of higher learner skills to meet the challenges of the times.

The background of geography education curriculum making in Indonesia is due to the needs of students towards the development of science, technology, social, economic and cultural. In addition, government policies for national development also form the basis for curriculum development. Especially for subjects of curriculum geography is more emphasized to the needs of learners on the understanding of spatial literacy and the environment. The improvement in 2017 is in accordance with Presidential Regulation No. 87 of 2017 on Strengthening Character Education (KDP). PPK is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of the process of heart, sense, thought and sports by involving and collaborating between education, family and community units as a national revolutionary mental movement (Article 1 paragraph 1). PPK puts forward five main values of character, namely religiosity, nationalism, independence, mutual cooperation and integrity. Strengthening these five character values will encourage students to have 21st Century skills needed in life, such as critical thinking and problem solving skills, collaboration skills, creativities skills, and communication skills.

The purpose of geography subjects, as stated in the 2013 curriculum document, is to foster the competence of learners in order to be able to: Critical thinking and able to overcome problems related to Earth-spatial changes, environmental damage and conservation efforts, distribution and utilization of natural resources, as well as the impacts of changes due to geosphere processes in local, national, and global contexts. Creating and updating the condition of physical environment and social environment as a resource that can be utilized as much as possible for human welfare that is managed wisely by upholding the values of tolerance to the nation's cultural diversity. Information technology, media, and communications related to map management, remote sensing imagery, and Geographic Information System (GIS) that can be applied as a geographic analysis tool for policy making at local, national, and international levels; Learning contextually as an integral part in understanding problems independently and sustainably; Working together and communicating for interpersonal relationships in the form of human, goods, and services in national and international environment while still showing the love behavior of the country, proud as Indonesia, and responsible for the unity of the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution. In general, the 2013 Curriculum improvement aims to harmonize ideas, designs, documents, and their implementation. In particular, the 2013 Curriculum improvement aims to align between SKL, KI, KD, learning, assessment, and textbooks.

Malaysia's education system emphasizes on 4 pillars namely human development, forming attentive students, programs to build human reason in giving birth to human ulul albab, the formation of citizens who master knowledge, skills and communication. The background that forms the basis of geography education curriculum formation in Malaysia is to form human beings who have knowledge, and skills and live pure values, and ensure that Malaysian children are fostered the spirit of mastering science, skills and competencies and applying values. Nationality curriculum needs to be reviewed to create a
holistic curriculum and is always relevant to producing balanced people who can handle challenges in the future, besides that, it is also motivated by the desire to provide students who are ready to compete in the global world, making students able to survive the changing times, before the Malaysian curriculum was KBSM then now turned into KSSM, the background of the curriculum change is to create a competitive Malaysian society with other countries, because what is seen from the Malaysian State is currently very much a population from abroad, they occupy almost in various professions in Malaysia. Therefore, the creation of the KSSM curriculum is expected to make students in Malaysia able to compete with foreign society. KSSM curriculum for Geography subjects aims to bear human-minded geography that is able to interact with nature around sustainably towards nature conservation and welfare of life.

The principle of curriculum making in Malaysia and in Indonesia is almost the same that contains the principle of violence, wants to tune the curriculum to the needs of society, the principle of sustainability as seen from the content of geography subjects in Malaysia and in Indonesia have in common that starts from the simplest material from the elementary level until the most complicated material at the high school level, only distinguishes in terms of content in the State of Indonesia is the continuity of local, regional, national, to international level, if in Malaysia prefers material about the State of Malaysia itself. The curriculum of these two countries is resilient to the changes evidenced by the changes and revisions adjusting to the needs, and hope more efficient.

The curriculum implementation strategy involves joint efforts between the central government and local governments, the implementation of the 2013 curriculum in Indonesia starting from 2013 while the implementation of the KSSM curriculum begins in 2017, in terms of KSSM evaluation has not been too much evaluation since it was started and implemented one year, unlike the curriculum 2013 which has been implemented long enough so that many of the curriculum actors who gave their opinion to improve the 2013 curriculum.

The approach of learning in the 2013 curriculum uses a scientific approach whereby learners are required to be more active, more critical and problem-solving, so that the learning process in Indonesia uses many discussion methods using case studies in life, in the KSSM curriculum emphasizing higher level skills in the learning process many use the project method to produce a product.

3.2. Document of Geography Education Curriculum in Indonesia and in Malaysia
The curriculum documents comprise the preparation of curriculum content. Design syllabus and RPP and academic calendar. After doing research there are some similarities and differences between the curriculum of the state of Indonesia and Malaysia that, when viewed from the content, in Malaysia is specific to review the territory of Malaysia itself, if in Indonesia is still global or discuss the world. In Malaysia it is not too focused on RPP but more emphasis on the syllabus, in Malaysia the name of the RPP is unit plan and the form of syllabus and RPP in Malaysia is same as in Indonesia only the different contents adjust to each condition. Viewed from the academic calendar in Malaysia has a simpler academic calendar that is only included dates only, if in Indonesia made more detailed resembles the calendar in general.

3.3. Management and Application of Geography Education Curriculum in Indonesia and in Malaysia
The management and application of the geographical curriculum between Indonesia and Malaysia is visible from the difference that is due to information from informants who provide an explanation, if in Malaysia more closed and tend to always highlight the success of the curriculum, but if in Indonesia more open and more freely expressed constructive opinion for the goodness of the curriculum in Indonesia, in terms of curriculum documents almost the same as syllabus, rpp, and academic calendar.

In Malaysia there is a subject class room where each class is made to resemble the characteristics of the subject, and the turn of the lesson means the learners moving class. In Indonesia there is no such class except in the private sector which has building money is quite expensive compared to the country. When viewed from the source book, media, props, how to appraise, it's almost the same, the difference in Malaysia no duty brought home all completed in school.
The curriculum is supposed to change, adapted to the progress of the times and needs of the community, the comfortable and uncomfortable curriculum relative to how the knowledge, skills, and spirit of the teachers themselves. The 2013 curriculum is very fitting for the country of Indonesia, because in the curriculum 2013 there is specialization, so that learners can choose the subjects he likes. Because each student in Indonesia has different abilities and likes. So with the interest of learners will feel happy in learning, so the task of teachers as a mediator to direct the learners. Character Strengthening Education encourages teachers to be able to design, implement, and assess learning to strengthen students’ character by prioritizing the main values of character, namely regiositas, nationalism, independence, mutual cooperation, and integrity. To prepare the Indonesian gold generation, learners need to be equipped early on with so-called 21st century skills, especially 4C skills that are critical thinking and problem solving, collaboration, creativity, communication). Likewise with curriculum changes in Malaysia, KSSM is the best curriculum because it is equipped with HOTS to equip students in the 21st century.

Curriculum changes in Indonesia give some impact to the teacher that is most felt is when the division of report, actually not too burdensome, just that, the report card filled a lot, while the time is short, while in the national curriculum now teachers are required to know the students one by one while the number of students is large, so sometimes the assessment is not ideal. Whereas now the teacher is fighting over class hours for the certification program so that it teaches many classes, with the existence of this national curriculum, students are more active in class, the burden of teaching the teacher is reduced, only in the assessment which becomes more troublesome. Actually it would not be too much if the number of students in the classroom is slightly between 20-25, while now students in the classroom can reach 40 and some even reach 46. While in Malaysia the curriculum changes provide many facilities for teachers, in addition to teachers only as a facilitator, various classroom tools are already using software and for application in daily learning more emphasis on the syllabus, with the number of learners 20-25 people every class.

The advantage of this curriculum 2013 is that there is a cross-interest, so that science children can also learn geography, but if teachers are allowed to propose equality between science and social studies students because in Indonesia there is still an assumption that science students are much smarter than participants IPS students, so that IPS students feel inferior and science students enter cross-interest playfully. While the advantages of the KSSM curriculum are that there are KBAT or HOT, there is no existing curriculum. So that students are more critical and creative, and now students are more focused on the project, or what products can be produced by students

The shortcomings of the 2013 curriculum that is the national curriculum cannot reach all schools in Indonesia, for example schools that are in the periphery or rural areas, in terms of students are still passive and in terms of facilities are still not adequate for this national curriculum. Coincidentally, the object of research is the best school and the curriculum is running well, because the input from the students is good, the teacher does not have to bother explaining, because the students themselves are creative. Apart from the lack of reach to the periphery of the deficiency there is in the students, because in the curriculum 2013 there is specialization, but many learners in high school tend to see his friend, if his friend choose geography, then he chose geography, if his friend choose economy, even many who just play games because it assumes that geography is an easy lesson, and the most burdensome deficiency that is too many subjects should be given to learners. As for KSSM for the implementers of the curriculum is not perceived deficiencies, KSSM is perfect to run in Malaysia.

In addition to the shortcomings of the curriculum of 2013 also has the advantage of making the behavior of learners become more active, more daring to issue opinions, even teachers only lead the group, and told to discuss the material to be discussed, but even when the discussion, not only the material that must be submitted which are discussed, but instead extend to other knowledge, because curriculum now gives freedom for learners to find out as much as possible, so their curiosity is high. The teacher only directs, and they will independently walk, ask questions and answer each other, exchange ideas by themselves, the teacher only directs if something goes wrong.
Curriculum is now more effectively efficient both for the 2013 curriculum and KSSM in Malaysia, by demanding students to learn and find out for themselves, so that in a short time, the teacher only explains the important points only students already understand, the best curriculum and the best is the current curriculum, it's just that the current curriculum requires the teacher to make better preparations, better, because today is different from the old days, if in the past students believed in what the teacher said, if now the students' thoughts were different supported by the internet, so that sometimes the learner's knowledge exceeds the teacher's knowledge and this is a challenge for the teacher.

The planning process that will be carried out by the teacher is all contained in the RPP and syllabus. The planning process of teaching in the classroom is indeed listed in the RPP and syllabus but for its implementation it is conditional, following the class conditions, because the conditions of each class vary. Geographic material given to students is indeed in accordance with what should be given. Actually between content and needs are appropriate, only there is material about scientific research, which is placed in class X, according to the teachers it is better that the material is stored in class XII because if class X they still do not understand in depth what is geography, and class X is a transition from junior high school so that the thinking is immature and immature. Even so with Malaysian KSSM the teachers are guided by the syllabus and the unit plan even though it is emphasized more on the syllabus than the unit plan.

The 2013 curriculum has changes in learning media usually using learning media in the form of props, or drawing themselves in class, if many students now use technology. The learning media that is often used in the classroom is infocus, because the students are already active and critical so the learning often uses papers, so that students are more knowledgeable, so that the media that is often used is laptops and infocus, even for mapping itself, not using maps there is, but a map in the form of a file is displayed in front of the class, even though all the props are complete. Before the current curriculum, and before technological advances, props such as the globe, maps, were used optimally, but after the advancement of technology, the props also turned into more practical ones, in the form of videos, or digital maps. If for the learning process it sometimes requires additional costs, such as print or something else, but it is usually not large and supported by students jointly, not only in the media, the source book also changes, namely the KTSP curriculum is now a curriculum 2013, but until now when reading one by one there is no book that is truly in accordance with the 2013 curriculum. Whereas in Malaysia, for teaching aids there is indeed but is rarely used because students are required to make their own project that is better than teaching aids so that students understand more, and for the learning resources provided by the government for free.

4. Conclusion
In our research entitled "Comparative Study of Geography Education Curriculum in Indonesia and in Malaysia" there are several conclusions and suggestions:

4.1 Conclusions
In terms of the location of Indonesia and Malaysia, there are many similarities, because the two countries are in the Southeast Asian region with direct borders, geographical conditions, sociological conditions, even economic conditions are almost the same, the difference is in terms of area and number the population, Indonesia is broader and more numerous, besides that in the country regulation is also more difficult including in the field of education, the implementation of the curriculum in Indonesia is difficult to reach secluded areas and the farthest areas. If viewed from the public, for every region of the country Indonesia is still dominated by native Indonesians, but if you look at Malaysia in almost every corner of the city, it can be seen from the Chinese, Indians, Europeans, and Arabs. so that in terms of education Malaysia emphasizes more to be able to compete with newcomers. Viewed from the relationship between Indonesia and Malaysia, looks there is a very good relationship.

In this study we have the objective to analyze the idea of the curriculum of geography, document of geography curriculum, and management and application of geography education curriculum in Indonesia and in Malaysia. Overall the results of research showing differences and similarities, among
them for the idea of geography curriculum, basically has the same idea, namely to produce students who are ready to compete with other countries in the future, in terms of documents also many similarities that distinguish is the document in Indonesia made details while in Malaysia are simpler, and the prominent difference curriculum in Indonesia comparison with in Malaysian is on management and application, in Malaysia as a whole the cost of free education for public schools is the same as in Indonesia, only from facilities and management in school classes in Malaysia more like a paid private school in Indonesia, in Indonesia the number of students in Indonesia is too much, and because of the vast Indonesian territory and the plural population causing Indonesian teachers have not all received training curriculum for learning improvement in the classroom.

4.2. Recommendations
The results of research conducted in the field on the comparison of geography education curriculum in Indonesia and Malaysia if expanded excavation data will add to the completeness of the research, as for recommendations that can be given for this study to improve the existing curriculum in Indonesia, namely :
1) There needs to be further research on the curriculum given that the curriculum is always changing from time to time adjusting to the needs of the community.
2) Making small classes in schools to facilitate the teachers in processing the value of learners to be more effective.
3) Conducted trainings for teachers to better understand the 2013 curriculum and can create new innovations that make learners do not feel bored with learning and improve the motivation of learners.
4) There needs to be a number of subjects so that students can choose subjects according to their interests and talents.

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