



International Conference on Islam, Law, and Society (INCOILS)
2022
Conference Proceedings

Article

The Implementation of the Kurikulum Merdeka (Independent Curriculum) in Facing the Era of Society 5.0

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ABSTRACT:

Education is one thing that is very important for humans, as long as humans are still alive in the life of this world, education will never be separated from him. The COVID-19 pandemic has hit the world and Indonesia is no exception. Covid-19 has caused obstacles in all fields and one of them is the field of education and has had a fairly serious impact. In the pre-pandemic period, the curriculum used in Indonesia in learning was the 2013 curriculum. During the 2020 pandemic s.d. 2021, the Ministry of Education and Culture will issue a new policy, namely the use of the 2013 Curriculum and the Emergency Curriculum as a curriculum reference for education units throughout the country. Furthermore, during the pandemic period 2021 s.d. 2022 The Ministry of Education and Technology issued another new policy, namely the use of the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum specifically at the Movement School (SP) and the Center for Excellence (PK) Vocational School. In this independent curriculum, the Pancasila Student Profile acts as a guide for the direction of the Indonesian education system. Thus, Indonesian students will be able to compete in the era of society 5.0. Because society 5.0 is a digital era, education must create a generation that has skills such as critical thinking, communication, collaboration, creativity, and character..

Key words: *Implementation, Independent Curriculum, Society 5.0*

INTRODUCTION

Education is one thing that is very important for humans, as long as humans are still alive in the life of this world, education will never be separated from him. National education has a very important role for citizens. National education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, excellent personality, and have a sense of social responsibility. and nationality. The purpose of Indonesian education is stated in the Law of the Republic of Indonesia Number 20 of 2003 as follows: developing capabilities and shaping the character and civilization of a dignified nation in

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the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty. , have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (UURI No. 20 of 2003, p. 5).

The world of education around the world is experiencing learning loss due to the pandemic, not to mention our country. All concepts suddenly changed during the pandemic and now we have to adapt again to the post-pandemic atmosphere. As is known, the curriculum is the spirit of education that must be innovative, dynamic, and periodically based in accordance with the times and science and technology, the competencies needed by the community and graduate users. Curriculum change – thus – is a necessity. In fact, the very fast development of science and technology no longer supports the world of education to linger with a comfortable environment – the prevailing curriculum. The curriculum that is set must be in accordance with the times and also pay attention to the needs of the community. In this digital era, education must create a generation that has skills such as critical thinking, communication, collaboration, creativity, and character. Technological collaboration is urgently needed from an early age to adapt in the era of Society 5.0.

The Independent Learning Curriculum comes from the development and implementation of an emergency curriculum in response to the impact of the pandemic. Learning loss or a decrease in students' interest in learning makes education in Indonesia a mess. The Independent Learning curriculum is here by offering the concept of harmony of diversity, namely by adjusting each teacher for each material to be taught according to the conditions of the students. Each student has a background of interest that cannot be equated. So that the benchmark for assessing student performance is not only judging on the academic aspect, there are still competitions, extracurriculars, organizations, and others.

Then the Independent Learning Curriculum has the concept of maximizing technology. In the Era of Society 5.0 where technology accompanies everyday life. The world of education must also immediately direct its students to have skills in literacy, numeracy, and various information and communication technologies that support the educational process. The problem is when information and communication technology is not evenly distributed throughout Indonesia. How can you adapt quickly if the facilities and infrastructure are still lacking? This is a point that must be addressed with cooperation between the community and the government. To survey underdeveloped schools that still have difficulty accessing internet technology.

METHODS

This study with a descriptive narrative approach tries to describe the implementation of an independent curriculum in facing the era of society 5.0. Secondary data sources come from document review by looking for data on the independent curriculum. Documents obtained include notes, articles, exposure materials, guidelines and so on, then analyzed interpretively where the data obtained from various documents and literature are searched for links, then conclusions are made.

DISCUSSION

a. Learning Freedom

Learning can happen anywhere and anytime. The learning process can not only be done in the classroom, in the laboratory, or in the library. However, it is very possible to do it in the open air, in workplaces, in companies, in offices, at research sites, in training centers, even in the community or in the surrounding environment. Independence in learning will actually provide freedom, opportunity, and challenge for individuals to develop their abilities, needs, creativity, personality, innovation, and independence in exploring phenomena and dynamics-based knowledge in the field.

The concept of independent learning was born from the Among System principle which was initiated by Ki Hajar Dewantara. The Among system is an educational strategy at the Taman

Siswa College which is the forerunner of the national education system. The system is a way of educating that includes three main concepts, namely *momong*, *among* and *ngemong* in Javanese.

b. Independent Learning Curriculum

In the big Indonesian dictionary, the word *merdeka* can be interpreted as being free from slavery, colonialism or can be interpreted as being independent. In this context, being independent is tantamount to the freedom to think freely and determine one's own destiny. Meanwhile, according to Moh. Surya learning is an effort that seeks to change each individual to obtain the overall change that is obtained from the experience process and the response from interaction to the environment to each individual. While the view of (Sanjaya: 2010) the word learning has a literal meaning that puts forward changes in mental processes resulting from stimulation of environmental interactions.

In general, it has been stated that learning is a change in an individual that occurs through experience and not because of the growth or development of his body or characteristics of a person from birth. therefore independent learning is freedom in determining how to behave, process, think, apply creatively for the self-development of each individual by determining his own destiny. Freedom to learn can be interpreted as giving more space to students with the opportunity to learn comfortably, calmly and freely without any pressure, taking into account the natural talents of each student. According to Nadim Makarim, independent learning is a concept created so that students can explore their respective interests and talents. For example, if two children in one family have different interests, then the benchmarks used to judge are not the same.

From the explanation above, it can be concluded that the Independent Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose various teaching tools so that learning can be adapted to the learning needs and interests of students.

c. The Purpose of the Independent Learning Curriculum

The Free Learning Policy is implemented to accelerate the achievement of the national goals of education, namely:

1. Increasing the quality of Indonesia's human resources which have advantages and competitiveness compared to other countries.
2. The quality of superior and competitive human resources is manifested in students who have noble character and have a high level of reasoning, especially in literacy and numeracy.

d. Advantages of the Independent Curriculum

4. Simpler and Deeper

Focus on essential material and the development of student competencies in phases. Learning becomes more immersive, meaningful, unhurried and fun.

5. More Freedom

a). Students: there is no specialization program in high school, students choose subjects according to their interests, talents and aspirations.

b) Teachers: Teachers teach according to the stage of achievement and development of students.

c). Schools: have the authority to develop and manage curriculum and learning in accordance with the characteristics of the education unit and students.

3. More Relevant and Interactive

Learning through project activities provides wider opportunities for students to actively explore actual issues such as environmental, health and other issues to support the development of character and competence of the Pancasila Student Profile.

e. The Essence of the Independent Learning Curriculum

We can understand the essence of the Independent Learning Curriculum by looking back at the essence of the 2013 Curriculum. Indeed, the 2013 Curriculum is based on the National Education Goals and National Education Standards (SNP) with an emphasis on ability development (cognitive, affective and psychomotor competencies), attitude formation (character strengthening), and increased knowledge (Nuh, 2013). After being implemented for almost a decade, the government in the Jokowi era finally issued the Free Learning Curriculum paradigm through the Ministry of Education and Culture.

The essence of the Merdeka Learning curriculum can actually be formulated in three main points, namely: (1) simplification of learning content that focuses on simple content-based learning, (2) project-based learning that is collaborative, applicable and multi-disciplinary. (project-based learning), and (3) flexibility and alignment (flexibility and fluidity) in determining learning outcomes (CP) and setting lesson hours through the Education Unit Operational Curriculum (KOSP) which raises the Pancasila Student Profile and the introduction of students' personal characters (Makarim, 2021). The implementation of the independent curriculum was then regulated through the Decree of the Minister of Education and Culture, Research and Technology No. 162/M/2021 concerning Driving Schools.

Why Freedom to Learn?

Paulo Freire, in his book *Paedagogy of the Oppressed* (Albertus, 2015) reveals that the essence of education cannot be separated from human liberation from ignorance, giving freedom to think, argue and express one's abilities in an atmosphere of openness, brotherhood and equality as fellow human beings who naturally endowed with the grace of freedom or independence.

In fact, humans are not machines or robots that are mechanically driven. Although humans are currently able to create technology that resembles humans through various models and applications of artificial intelligence (artificial intelligence), the elements of independence and freedom as described by some existentialist philosophers remain solely existentially human property (Tjahyadi, 2014; Suseno, 2010).

Humans are indeed destined to have freedom and independence, including in the world of education. So, the birth of an independent curriculum can be understood in the system (context) of basic human needs (read: students) to have and develop personal independence so that later they reach the level of maturity or maturity needed in the work or profession they live.

f. Implementation of the Independent Curriculum in Facing the Era of Society 5.0

The COVID-19 pandemic has hit the world and Indonesia is no exception. Covid-19 has caused obstacles in all fields and one of them is the field of education and has had a fairly serious impact. In the pre-pandemic period, the curriculum used in Indonesia in learning was the 2013 curriculum. During the 2020 pandemic s.d. 2021, the Ministry of Education and Culture will issue a new policy, namely the use of the 2013 Curriculum and the Emergency Curriculum as a curriculum reference for education units throughout the country. Furthermore, during the pandemic period 2021 s.d. 2022 The Ministry of Education and Technology issued another new policy, namely the use of the 2013 Curriculum, the Emergency Curriculum, and the Independent Curriculum specifically at the Driving School (SP) and the Center for Excellence (PK) Vocational School.

In order to restore learning in 2022 s.d. 2024, Kemendikburistek again issued a policy that schools that are not ready to use the Independent Curriculum can still use the 2013 Curriculum as a basis for learning management, as well as the Emergency Curriculum which is a modification of the 2013 Curriculum. educational units that are ready to implement the Independent Curriculum.

This policy is stated in the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for

Curriculum Implementation in the Context of Learning Recovery, especially the Implementation of the Independent Curriculum which will take effect in the 2022/2023 Academic Year. There are 3 kinds of choices for schools that will implement the Independent Curriculum, namely IKM 1 (Independent Learning), IKM 2 (Independent Change), and IKM 3 (Mandiri Sharing).

Educational units that have registered for the independent pathway IKM with the Independent Learning option (IKM 1) need to prepare themselves by applying several parts and principles of the Independent Curriculum, while still using the 2013 Curriculum or the simplified 2013 Curriculum.

Meanwhile, education units that have registered for independent IKM with the option of Independent Change (IKM 2), starting from the 2022/2023 Academic Year will implement the Independent Curriculum using the teaching tools provided in the "Merdeka Mengajar" Platform in accordance with the level of the education unit, namely teaching tools for higher education levels. PAUD, grade 1, grade 4, grade 7 or grade 10. Meanwhile, for educational units that have registered for independent IKM with the option of Mandiri Sharing, starting from the 2022/2023 school year, implementing the Independent Curriculum by developing their own various teaching tools in the education unit PAUD, grade 1, grade 4, grade 7 or grade 10.

Based on the three choices of the Independent Curriculum above, most elementary schools in the Tuntang sub-district choose to register for independent IKM with the option of Independent Change (IKM 2) in the 2022/2023 Academic Year. And for elementary schools that have not registered schools to use the IKM, these schools can still use the 2013 curriculum. In 2024, the government through the Ministry of Education and Culture will evaluate the implementation of the curriculum during the learning recovery period. Henceforth, the evaluation will become a reference for the Ministry of Education and Culture in making follow-up policies after learning recovery.

This policy was taken by the Government of Indonesia in order to face the Era of Society 5.0 and the restoration of education after the pandemic. Society 5.0 is a digital era, so education must create a generation that has skills such as critical thinking, communication, collaboration, creativity, and character. So by implementing the Independent Curriculum, it is hoped that Indonesian students can become Pancasila Student Profiles. The Ministry of Education and Culture stipulates 6 (six) Pancasila Student Profiles that must be cultivated among current students (1) have faith, fear God Almighty and have noble character, (2) global diversity, (3) mutual cooperation, (4) creative (5) critical reasoning, (6) independent.

The importance of strengthening the profile of Pancasila students to students today is because technological advances that drive the Industrial revolution 4.0 along with the accompanying breakthroughs have affected all sectors of life. Socio-culturally, there has been a shift in the demographics and socio-economic profile of the world's population. Furthermore, in the environmental sector, the need for energy and water continues to increase, while natural resources will be depleted in the next 20 years. So that the world of work in the future will be very different from the current situation. Especially in facing the era of society 5.0, it must be prepared as early as possible.

Meanwhile, the purpose of Indonesian education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. So to achieve this goal, the Government establishes a Basic Curriculum Framework consisting of Curriculum Structure, Learning Outcomes, and Learning and Assessment Principles.

CONCLUSION

The Independent Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Kepmendikbudristek No. 56 of 2022 Guidelines for Implementing Curriculum in the context of Learning Recovery (Kurikulum Merdeka) as a complement to the previous curriculum. The new paradigm of learning gives students flexibility in learning design

and assessment according to the characteristics and needs of students. In this independent curriculum, the Pancasila Student Profile acts as a guide for the direction of the Indonesian education system. Thus, Indonesian students will be able to compete in the era of society 5.0. Because society 5.0 is a digital era, education must create a generation that has skills such as critical thinking, communication, collaboration, creativity, and character.

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