



Independent Learning Policy (Analysis of Learning Curriculum)

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Abstract

The independent learning curriculum issued by the Ministry of Education and Culture has brought changes to the national education system. At the beginning of the policy or termed the first period, there were four policies that started it, namely the elimination of the national exam and replacing it with a minimum competency assessment and a character survey with literacy and anumeration. The national school-based exam (USBN) was replaced with a school exam held by each school. Simplification of the Lesson Implementation Plan (RPP) with the aim of reducing the teacher's administrative burden. The RPP made by the teacher only includes 3 components, namely learning objectives, learning activities and evaluation. The zoning system is enforced, the zoning pathway PPDB can accept a minimum of 50 percent students, the affirmation pathway at least 15 percent, and the displacement pathway a maximum of 5 percent. The independent learning curriculum as a new paradigm in education is oriented towards the profile of Pancasila students who are the target in directing the implementation and assessment of policies. Although there are many criticisms of the Free Learning policy, there are also many educational practitioners who say the realization of the independent learning curriculum is be a breath of fresh air for teachers and students who want changes to the learning system that are emancipatory in nature and develop student competencies, especially in the context of the globalization era and the industrial revolution era 4.0 towards society 5.0

Keywords: Learning, Independence, Curriculum, students

Abstrak

Kurikulum pembelajaran mandiri yang dikeluarkan oleh Kementerian Pendidikan dan Kebudayaan telah membawa perubahan pada sistem pendidikan nasional. Pada awal kebijakan atau disebut periode pertama, ada empat kebijakan yang mengawalinya, yaitu penghapusan ujian nasional dan menggantinya dengan penilaian kompetensi minimal dan survei karakter dengan literasi dan anumerasi. Ujian sekolah berbasis nasional (USBN) diganti dengan ujian sekolah yang diselenggarakan oleh masing-masing sekolah. Penyederhanaan Rencana Pelaksanaan Pembelajaran (RPP) dengan tujuan mengurangi beban administrasi guru. RPP yang dibuat oleh guru hanya mencakup 3 komponen, yaitu tujuan pembelajaran, kegiatan pembelajaran, dan evaluasi. Sistem zonasi diberlakukan, PPDB jalur zonasi dapat menerima siswa minimal 50 persen, jalur afirmasi minimal 15 persen, dan jalur perpindahan maksimal 5 persen. Kurikulum belajar mandiri sebagai paradigma baru dalam pendidikan berorientasi pada profil peserta didik Pancasila yang menjadi sasaran dalam mengarahkan pelaksanaan dan penilaian kebijakan. Meskipun banyak kritik terhadap kebijakan Merdeka Belajar, banyak juga praktisi pendidikan yang mengatakan realisasi kurikulum merdeka belajar ini menjadi angin segar bagi para guru dan siswa yang menginginkan perubahan sistem pembelajaran yang bersifat emansipatoris dan

mengembangkan kompetensi siswa, terutama dalam konteks era globalisasi dan era revolusi industri 4.0 menuju masyarakat 5.0.

Kata Kunci: Pembelajaran, Kemandirian, Kurikulum, Siswa

Introduction

Every individual has the right to obtain education as a process of developing self-potential and developing human values as the root of growth and development. Therefore education as a place to develop all human potential and personality with knowledge, competence, and skills guaranteed by modern literacy (Altinyelken, 2015). On the other hand, education also functions to preserve, maintain culture, cultural transformation instruments and individual student development tools (Kanapathy, & Hashim, 2018). In developing students' potential both physically and mentally, the educational process carried out is able to develop the ability to think critically, creatively as an effort to form whole human beings who are faithful, independent and responsible as citizens. This is in line with Jhon Dewey's opinion that school education can be a consideration in shaping potential, interests and talents (Orstein & Hunkins, 2013: 39; Dai, 2020). Since Indonesia's independence, our education has tended to prioritize cognitive development rather than effectiveness and psychomotor, children are required to memorize rather than understand, limit students in expressing opinions, close discussion space and generalize all students (Dhar, P., Singh, Peng, Wu., & Chellappa, 2019). On the other hand the lack of quality human resources is also a new problem. Schools are like factories for printing robots that carry out indoctrination, ideology and narrow nationalistic reasoning. This is certainly contrary to the goals of national education, namely to humanize humans through learning that is in accordance with the characteristics of students (Billet, 2018).

Indonesia's national education is based on Pancasila and the 1945 Constitution and law No. 20 of 2003

concerning the national education system. The education system is interconnected in a integrated series as an effort to achieve national education goals. In achieving the goals of national education, a curriculum was designed based on philosophy, sociology, psychology and science and technology (Golen, 1982). Since 1945 our country has experienced 11 curriculum changes. The change of curriculum was a refinement of the previous curriculum starting in 1947, 1952, 1964, 1968, 1974, 1984, 1994, 2004, 2006, 2013 (Warid, 2019). Every time a new curriculum appears, the first to feel its impact are teachers and students at school, so this creates polemics in the community.

Indonesia is currently treating independent learning curriculum, but some are still using the 2013 curriculum. The change of the 2013 curriculum to the free learning curriculum made many teachers confused in carrying out the learning process in class. The basic thing that is the problem is whether this curriculum change has changed the substance of education including the system of admitting new students, learning designs and forms of assessment. . . Can an independent learning policy solve the problems that occur in the Indonesian education system? (Noviyanti, 2019; Fehabutar, & Mutakinati, 2020). Independent learning seems to be a solution to the low quality of national education, although this has not been proven until now.

Result And Discussion

1. Independent Learning Curriculum Policy

All Indonesian people have the right to education as stipulated in Article 5 of the Constitution of the Republic of Indonesia, both those living in urban and rural areas. (Manan, 2015) from the age of 7-15 years it

is mandatory to attend primary and secondary education. (OECD, 2016: 10). The government as a policy maker has developed a curriculum to achieve national education goals. However, curriculum changes always occur due to many factors, one of which is due to the change of heads of state and officials of the minister of education and culture. (Machali, 2014) .

The independent learning curriculum aims to educate students to be able to think critically and creatively within the framework of the Pancasila student profile. The Pancasila student profile is designed to produce students who have global competence and can answer the challenges of the current 4.0 era. With the Profile of Pancasila students, the world of education in Indonesia will be expected to be able to build the character of students so that they become individuals with character in the future because this generation will continue the nation's civilization, the relay holder of the nation's civilization, continuous motion in facing the challenges of the times. The curriculum that has been issued by the government has the main goal of educating students to be able to think critically, creatively and innovatively so that they are skilled in solving problems thoroughly and are strong in facing global challenges (Matoe, 2020). Therefore, instead of imposing the link and match concept which was not successful in the 1990s curriculum, the government should have started eliminating learning methods that shackled student freedom and switched to technology-based or digital learning. (Khidayevich, & Abdurakhmonovich, 2020). At the beginning of the issuance of the independent learning curriculum, there were 4 main period policies that were socialized by the ministry of education and culture, namely 1) the abolition of the national exam (UN), 2) national standardized national exams, 3) Learning Implementation Plans, 4) Acceptance of new students using zoning system.

- National Examination (UN)

The term National Examination (UN) was applied to the 2004 competency-based curriculum. The objectives of the National Examination are (a) to determine graduation, (b) to map the quality of education nationally, (c) to select higher education levels. The basis for the abolition of the national exam was because of the many problems that arose, especially the high level of cheating in the implementation of exams, both carried out by students and teachers. Several times the national exam technique has also changed, for example in 2005 two exams were held, the first exam and the second exam for students who did not pass the first exam.

In 2006, the national exam was widely criticized as violating human rights because student graduation was only determined by the results of the national exam. The success rate of students is only determined by exam results so that many smart children at school cannot be accepted at tertiary institutions because they do not pass the exam (Silverius, 2010). In the 2011 and 2012 national exams, a test system of 5 different test packages was implemented but with the same level of difficulty . the national exam passing criteria formula with a minimum average final score (NA) of 5.5 consists of 60 % national exam scores and 40 % school/madrasah exam results . In its implementation, the National Examination has drawn a lot of criticism and even many people have asked for the National Examination to be abolished because it is unable to develop students' potential. Based on the input and problems that arose in the national exam, the ministry of education and culture replaced the national exam with a minimum competency assessment policy and a character survey which has been in effect since 2022.

- National Standardized School Examination (USBN)

USBN began to be implemented in 2017. This policy arose because USBN was considered capable of increasing student competency in certain subjects. (Harefa et

al., 2022; Rosidin, Herpratiwi, Firdaos, & Suana, 2019). However, in practice it turned out that there were many leaks in exam questions. Apart from that, USBN also spends a lot of state funds and makes teachers compete in imposing material on students in order to achieve targets to be able to complete the lessons that will be tested according to graduation standards (SKL). As a result, subjects that are not tested escape the teacher's attention. If the child does not achieve a grade that meets the standards, then the student will fail to continue his education at the school he wants. This causes the teacher to try his hardest complete the material on SKL and ignore the subjects being tested (Alawiyah, 2015). Revisions to the USBN have been made in 2020 but in the end the independent learning curriculum for the national standard exam was abolished.

- Learning Implementation Plan (RPP)

RPP is a form of learning design created by the teacher as a guide in teaching in class. The RPP is developed according to the syllabus and to compile the RPP the teacher must carry out an analysis of the basic competencies (KD) contained in the syllabus. RPP is also a guide for teachers in achieving learning objectives. In the 2013 curriculum, guidelines for preparing lesson plans are regulated in Permendikbud Number 81A of 2013. Each teacher is obliged to prepare a complete lesson plan and in accordance with its components. RPP is made systematically, interactive, inspiring, fun, challenging, efficient, motivating students to be active, lesson plans also make it easier for teachers to manage classes so that students can become creative and independent. RPP prepared for one meeting with refers to the basic competencies contained in the syllabus.

In principle, the preparation of lesson plans can be adjusted to the needs of each school because each school has different student characteristics, so teachers need to pay attention to the needs of students before preparing the learning design contained in

the lesson plans. Almost every day the teacher is preoccupied with the task of compiling lesson plans so that they ignore the learning process. Many teachers feel burdened with the amount of administration that must be done so that it disrupts the learning process. Therefore, through the independent learning curriculum policy, lesson plans are made simpler by only covering 3 components, namely learning objectives, learning activities and assessment.

It is assumed that the simplification of lesson plans reduces the administrative burden on teachers, besides that the simple forms of lesson plans are more efficient, effective and student-centered. Efficient means that teachers can make lesson plans more quickly and precisely, effectively meaning lesson plans directly on learning objectives without describing other components. RPP development in the independent learning curriculum is made by taking into account the characteristics of students, interests, talents and suitability of the material to be taught. The purpose of simplifying lesson plans is that teachers have more time to prepare other learning materials such as learning media and learning models that will be used. (Ministry of Education and Culture, 2019).

- Zoning System as New Student Acceptance Regulations (PPDB)

Changes in the technique of admitting new students to a zoning system aimed at educational equity. Every school is obliged to accept students who are in its zoning so that there is no more accumulation of new students at one particular school. The zoning route can be reached by means of the 15% affirmation route, the 50% PPDB route and the 5% transfer route. Meanwhile, the acceptance of outstanding students is determined by schools in their respective areas and they can choose which school they want. The nearest zone radius is determined by the regional government according to the conditions in each area. The zoning system does not apply to SMK

students. Zoning aims to equalize the number of new students so that the process runs objectively, accountably, transparently and without discrimination .

The policy for the first period of independent learning is the beginning of the implementation of the independent learning curriculum as a substitute for the Covid-19 emergency curriculum. However, in its implementation the independent learning curriculum still makes teachers unable to run it optimally so that until now the pros and cons of the independent learning curriculum policy are still being discussed in the community. The emergence of the following periods created the impression that the independent learning curriculum seemed to be forced into its implementation.

2. Independence In Learning

Ki Hajar Dewantara once said "independence in learning should be directed at how children are able to think not pioneered or told to acknowledge other people's thoughts, make it a habit for children to seek knowledge through their own thoughts." The message that can be captured from Ki Hajar Dewantara's words is learning Being independent includes three elements, namely standing alone, not depending on others, and being able to self-regulate . 1) Standing alone means that children have the right to learn from their own initiative and do not have to be in an association or group. 2) Not depending on other people means that children are able to learn whether there are adults or not, meaning that without coercion from teachers and parents, children will learn on their own independently. 3) being able to manage it yourself means that a child has the ability to manage himself and manage time and is able to use everything around him for learning. (Hendri, 2020)

National education which aims to humanize humans seems to be shackled by mere rhetoric. Many educators do not understand how to achieve learning that humanizes humans. Many teachers are

trapped in this term trying to find answers, but there are also teachers who do not care about the concept of humanizing humans. The minister of Education and Culture Nadiem Makarim responded to these problems in education by issuing a policy on independent learning. According to Nadiem Makarim, the concept of independent learning is a way and effort to realize student independence in thinking by improving the quality of teaching staff (Yustiawan, 2018).

The concept of independent learning is not a learning process that only takes place in class, but students are brought to know various global knowledge by giving them the freedom to build their knowledge. (Son, 2019). In this case the ability of the teacher to teach becomes the spearhead of student success. Meanwhile, the current teaching staff is one of the problems with the low quality of our education. Many experts and education experts question the success of implementing the independent learning curriculum if the quality of teachers as educators is not improved. Therefore, what needs to be changed first is the teacher's mind in educating students.

Although there are many criticisms of the Free Learning policy, there are also many educational practitioners who say the realization of the independent learning curriculum is be a breath of fresh air for teachers and students who want changes to the learning system that is emancipatory in nature and develops student competencies, especially in the context of the globalization era and the era of the industrial revolution 4.0 towards society 5.0. Optimal and effective implementation makes the Freedom to Learn policy a separate requirement so that this policy is not temporary like previous education policies.

Conclusion

A learning process is said to be successful if it can produce graduates who not only have cognitive or memory skills,

but also develop students' creativity, talents and interests. another problem . Apart from producing graduates who are productive in the world of work, what is more important is that educational institutions produce people with broad insights: graduates who can make a positive impact on humanity and the environment, who care about democracy and who are aware of the importance of fighting for humanity for small communities .

Ministers may change, but the goals of national education and enabling all Indonesian children to go to school remain the main ones. Recently, four Ministry of Education programs sparked heated debate about implementing minimum competency assessment and character test practices to replace state exams, USBN, simplifying parts of teachers' lesson plans, and whether a zoning system could be a solution. . Problems in the world of education in Indonesia must be of concern to the top officials of this country. Education in the future must be able to respond to global challenges, improve people's welfare and superior human resources.

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