



The role of independent curriculum policy in improving character education in the 4.0 era in Indonesia

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Abstrak

Artikel ini bertujuan untuk melihat bagaimana era 4.0 atau era industri dan juga teknologi tersebut mempengaruhi karakter peserta didik di Indonesia serta peran kebijakan kurikulum mandiri dalam menyikapi pendidikan karakter peserta didik dan tetap mampu menguasai teknologi yang merupakan kebutuhan global. Penelitian ini menggunakan proses yang mirip dengan tinjauan literatur atau penelitian. Mengumpulkan referensi dari banyak penelitian terdahulu dan menggabungkannya untuk menghasilkan temuan merupakan salah satu metode dalam melakukan studi literatur (Mardalis, 1999). Ada berbagai strategi yang dapat digunakan untuk melakukan proses perubahan karakteristik siswa melalui pembelajaran digital untuk mengembangkan keterampilan membaca pemahamannya melalui penggunaan perangkat lunak pemahaman. membaca. Dalam konteks era globalisasi dan kemajuan teknologi, pendidikan mempunyai peranan penting dalam membentuk karakter peserta didik yang tangguh dan beretika. Tantangan tidak hanya datang dari pandemi, namun juga dari revolusi industri dan perkembangan teknologi di era digital yang mempengaruhi cara kita belajar dan berinteraksi. Kebijakan merdeka belajar – kampus merdeka merupakan upaya untuk memungkinkan berkembangnya kreativitas dan keterampilan yang relevan dengan tuntutan dunia kerja yang selalu berubah. Melalui pendekatan ini, kita dapat memperkuat nilai-nilai karakter seperti nasionalisme, religiusitas, kemandirian, integritas, dan gotong royong sehingga membantu mahasiswa menghadapi era disrupsi dengan lebih baik.

Kata Kunci: kebijakan pendidikan, kurikulum mandiri, Pendidikan karakter

Abstract

Abstra This article aims to see how the 4.0 era or the industrial era and also this technology affects the character of students in Indonesia as well as the role of independent curriculum policies in addressing student character education and still being able to master technology which is a global need. This research uses a process similar to a review literature or studies. Collecting references from many previous studies and combining them to produce findings is one method of conducting literature studies (Mardalis, 1999). There are various strategies that can be used to carry out the process of changing student characteristics through digital learning to develop their reading comprehension skills through the use of comprehension software. reading. In the context of the era of globalization and technological progress, education has a vital role in shaping the character of students who are strong and ethical. Challenges do not only come from the pandemic, but also from the industrial revolution and technological developments in the digital era, which affect the way we learn and interact. The independent learning policy - independent campus is an effort to enable the development of creativity and skills that are relevant to the demands of the ever-changing world of work. Through this approach, we can strengthen character values such as nationalism, religiosity, independence, integrity and mutual cooperation, thereby helping students to face the era of disruption better.

ct English version, written using Time New Roman-11, italic. Abstract contains research aim/purpose, method, and reseach results; written in 1 paragraph, single space among rows, using past tense sentences.

Keywords: educational policy, independent curriculum, character education

Introduction

In an era of globalization that continues to change and develop, people who are highly qualified and knowledgeable, not only in the general field, but also based on moral ethics, are needed to protect themselves from the global influence of technological and scientific progress. Technology has positive and negative impacts on human life. Technological progress makes things easier and more practical, but technology has two sides: if we don't use it properly, it will harm us too. According to Munir (2008), technology has a positive effect on human life because it becomes more sophisticated. However, more sophisticated technology also causes a shift in society's values, norms, rules and morals. This also seems to apply to the way we use technology. If we do not use it wisely, technology will destroy the moral and material order of life.

With the introduction of the independent curriculum into Indonesian education, the government through the Ministry of Education, Culture, Research and Technology has predicted educational problems related to the curriculum as a means of overcoming problems that arise in the country's education system. Schools can continue to prepare themselves to implement the independent curriculum even though the 2013 curriculum is still available. The aim of the independent curriculum is to reduce learning delays due to the COVID-19 pandemic. To enable each educational unit to choose the right time to start and implement a new curriculum according to their abilities, the basic concept of independent learning is to create a pleasant atmosphere where students do not feel burdened to achieve certain goals (Sudaryanto et al., 2020).

Apart from that, nothing connected to the internet can escape the development of globalization in the 4.0 era, namely the era of the industrial revolution and technological advances in the digital era. An important component of the 4.0 revolution is information and communication technology via the internet. For the millennial generation, internet use has become a habit and even a

necessity. Smartphones now make internet access even easier, allowing users to access a variety of content and information regardless of age, location or time of day. (Islam & Arifin, 2020) Students will develop a mindset that is not focused on education if this freedom is given to them specifically. Control and establishment of universally binding rules are factors that can guide students towards a fair and progressive national education system, achieving educational goals.

This opinion suggests that the best action is to implement character education, which includes moral and religious education as well as character education, and must be developed in the school environment. Apart from that, the 2013 Curriculum of the Ministry of National Education lists 18 values that shape a person's character. Religious qualities, tolerance, hard work, honesty, discipline, creativity, democracy, national spirit, independence, curiosity, respect for achievements, love of the country, friendliness or communication, love of reading, social awareness, love of peace, responsibility and the environment life. Caring is included among 18 character values. Schools may reevaluate the fundamental values they wish to uphold based on these diverse views. To help students pay attention to, understand, and use these values in their lives in order to achieve success in the future, character education is very important. Examples of these values include respect, honesty, fairness, caring, and responsibility. By referring to the education of noble morals and the character of students in an integrated, balanced and comprehensive manner in line with various competency criteria for graduates in each educational unit, this character education seeks to improve the quality of educational outcomes and processes (Djuanda, 2020).

The Pancasila Student Profile is now one of the Visions and Missions of the Ministry of Education and Culture, as stated in Minister of Education and Culture Regulation Number 22 of 2020, in an effort to improve character education, according to the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim. Through the development of Pancasila students who are critical, creative,

independent, faithful, devoted to God Almighty, have noble character, work together, and respect global diversity, the Ministry of Education and Culture supports the President's Vision and Mission to create an advanced Indonesia that is sovereign, independent, and personality (Permendikbud No. 22 of 2020). Cultural, environmental and employment gaps in the education sector at all levels and in all fields in the future.

Therefore, this article aims to see how the 4.0 era or the industrial and technological era affects the character of students in Indonesia and the role of independent curriculum policies in addressing student character education and still being able to master technology which is a global need.

Research methods

This research uses a process similar to a literature or study review. Collecting references from many previous studies and combining them to produce findings is one method of conducting literature studies (Mardalis, 1999).

The research technique was carried out in the following stages (Kulthau, 2002):

1. Choose a topic.
2. Information collection.
3. Determine the direction of research.
4. Gather information sources.
5. Presentation of data.
6. Preparation of reports.

Based on contextual considerations, the content analysis approach used in this research data analysis procedure can be studied further and conclusions drawn with confidence (Krippendoff, 1993). Selection, comparison, combining and sorting are part of the investigation to find the individual concerned (Sabarguna, 2005).

It is necessary to check all libraries and pay attention to the supervisor's information in order to maintain the

continuity of the evaluation process, prevent and eliminate misinformation and human misunderstandings that may arise due to a shortage of literature writers (Sutanto, 2005).

Results and Discussion

Education policy

In the field of education, policy is often referred to by several words that basically have the same meaning. These phrases include "educational planning," "educational regulations," "educational policy," and "educational master plan." Some of the phrases above have different variations and applications (Azis, 2017). Yoyon believes that Indonesian education policy uses more political policy analysis models that are based on political assumptions. Many signs indicate this. First, the assumptions made when solving educational challenges are unclear. Education is usually associated with complexity and heterogeneity, as well as the character and circumstances of what is called school. Therefore, it is not surprising that the school system is mentioned when talking about the education system. It is impossible to separate policies in the field of education from the values that should guide policy makers. James Anderson categorizes these values into five categories: political, organizational, party, policy, and ideological values. The decisions taken will be more or less influenced by these five values.

The Minister of Education and Culture's Independent Learning - Independent Campus policy encourages students to develop a variety of skills that will be useful when they enter the workforce. The Minister of Education and Culture Regulations (Permendikbud) Number 3 of 2020 concerning National Higher Education Standards, Number 4 of 2020 concerning the Change of State Universities to Legal Entity Universities,

and Number 5 of 2020 concerning Accreditation of Study Programs and Higher Education Institutions are the Minister of Education and Culture Regulations that serve as the foundation for the Freedom to Learn - Independent Campus initiative. The aim of freedom to learn is to increase the meaning of learning. In general, the aim of this program is to empower the Indonesian people and strengthen the country, not to replace existing initiatives. The Ministry of Education and Culture's "freedom of learning" initiative makes learning easier. Students can develop their creativity, capacity, personality and needs at the Merdeka Campus. They can also become more independent learners by pursuing knowledge through real-world situations and field dynamics, such as skill requirements, real-world problems, social interactions, collaboration, self-management, performance demands, targets, and achievements.

Through various learning activities, such as student exchanges, internships and work practices, research, independent projects, entrepreneurship, humanitarian projects, teaching assistance in educational units, and projects in rural areas or real work themed courses, students can expand their learning experiences and gain new competencies through Independent Learning Policy - Independent Campus (MBKM). In addition, with a specified credit weight, students are allowed to engage in extracurricular learning activities at the same post-secondary institution. Yanuarsari et al. (2021) state that two policies created to meet changes in the nature of education are independent campuses and independent learning. Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards is expressed in an effort to raise the caliber of education and college graduates.

Nadiem invited all universities in Indonesia to create strategic plans that will ensure their students have the competencies needed to meet the demands of the modern world. Several theories of higher education have developed a model of reciprocal relationships between universities as centers for developing human competencies, the industrial world as users of human resources, and the government as policy makers who regulate the roles of the other two parties in this case. management techniques, including the Triple Helix Model (Dzisah & Etkowitz, n.d.) (Putra & Nasori, 2021).

Educational Challenges in Era 4.0

The "Industrial Revolution" was first proposed by Friedrich Engels and Louis Auguste Blanqui toward the close of the 1800s. The industrial revolution is now ongoing. The first industrial revolution (1784) started with devices that highlighted (focused) the use of air and water power in production processes. The mass manufacturing combined with standards and quality control of Industry 2.0 (1870) was made possible by the utilization of electrical energy and workforce engagement. The mass customisation and adaptability of industrial workers based on assembly lines and robots, based on the application of electrical and information technologies that increased the integration of computers, were the defining characteristics of the Industrial Revolution (1969). On the other hand, Industry 4.0 has replaced Industry 3.0 which is characterized by the use of physical cyberspace, digitalization, and automatic internet data exchange with manufacturers.

The Industrial Revolution (Revolution 4.0), which was introduced gradually since it was introduced by German Chancellor Angela Merkel at the

2011 Hannover Fair, has made German industry increasingly competitive. This is explained by the development of internet technology and the ability of all computer-based applications to function in a shared network. Thus emerged the “internet of things” revolution in manufacturing, a global network of interconnected devices that effectively connects all components of collaborative work environments around the world. 14 Robotics and cyber-physical systems replace human labor, making them more affordable, efficient, and effective. Therefore, era 4.0 is also called a disruptive era.

The Industrial Revolution 4.0 has also had an impact on the world of education, leading to the development of the concept of “Education 4.0”, which outlines many methods for integrating cyber technology into the classroom, whether used for academic purposes or not. Education 4.0 is a phenomenon that emerged from the need for the Industrial Revolution 4.0, where humans and machines interact with each other and are often required to provide new solutions, even innovation. Education must adapt to the rapid changes of the Fourth Industrial Revolution, where educators and students must be able to understand and use data from IT, OT, IoT, and big data analysis before integrating it with physical, digital and human resources. Ultimately, competitive and strong results were obtained in the areas of data literacy, technological literacy and human literacy. In this way, Industrial Revolution 4.0 highlights the need for IT-based education that can produce more effective teaching.

Characteristic Teaching Strategy Through Digital Literacy

Education that emphasizes cognition (knowledge), emotion (feelings), and action (activity) is known as character-based education. Character education is

ineffective without these four components (Wibowo, 2012). Character education is a concept of many noble principles which is becoming increasingly familiar to a variety of groups in society. The achievement of educational character in the educational process at school will always be related to the students' personalities which will be plainly obvious when they are in society. Character education plays a part in the growth and reinforcement of different moral ideals, which are attitudes. It is also a process that helps pupils better comprehend values and become capable of actualizing or reflecting different values that are crucial to recognize in their day-to-day activities.

It is necessary to apply character education through habituation, for example, in the family or in the classroom. In addition, participant welfare includes an educational component in which a teacher offers behavior, engagement, and assistance as forms of feedback (Yasid, 2020). Character education can also be referred to as values education, moral education, character education, or instruction on how to make both good and bad decisions, set a good example, uphold what is right, and fully recognize goodness in day-to-day living. In the current digital era, it is no longer possible to differentiate between digital literacy, educators and students. This relates to methods of collecting information, organizing information, and providing various information so that it is useful in helping students who have unique characteristics as a basis for living daily life in the school environment or in the community.

Digital literacy is the ability to understand various summaries of digital literature through reading. Various forms of social media supporting technology are used by modern society today to ensure that there are no information leaks or technological gaps experienced by more

knowledgeable people. The rapid advances in digital technology today can provide enormous support to parents' decision-making processes. Therefore, any acquisition of information through the world of digital technology must be balanced with a morally and ethically sound assessment of the media. Before children enter the world of digital literacy, it is important for every family to help children understand the characteristics that contribute to healthy emotional development so that they are less likely to be negatively impacted by poor decisions. Basically, education in schools and society refers to primary and secondary education. Therefore, family members must be able to communicate in various ways.

Enhancing character education through digital literacy may be a tactic to usher in the 4.0 age. Activities that reinforce five essential qualities—nationalism, religiosity, independence, integrity, and mutual cooperation—can be created and carried out methodically and successfully with the help of digital literacy (Agustini and Sucihati, 2020). The application of literacy, particularly digital literacy, is transparently carried out by incorporating all relevant parties in the classroom and society. It is a useful tactic for fostering student development in this disruptive age. Because they are able to choose and evaluate pertinent information from a variety of media sources, dyslexics can make excellent use of digital literacy. Similar-background individuals typically have a greater degree of expertise when discussing certain facts or data to comprehend the idea being expressed.

Putting character education into practice, comprehending the concepts that pupils possess, maintaining a classroom environment that is favorable to learning, and reinforcing the comprehension of character values. Various strategies can be carried out using various methods. When

learning occurs online, educators are unable to assist learning activities slowly to identify certain unspoken characteristics, such as discipline, responsibility, and honesty, which are not easily understood (Qadafi, 2022).

Based on the discussion above, there are various strategies that can be used to carry out the process of changing student characteristics through digital learning, namely making every student in school aware of the importance of reading and helping them. develop their reading comprehension skills through the use of reading comprehension software. The following is motivation for reading books with interesting topics every day at home.

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Curriculum Vitae

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