

Independent Curriculum Analysis from Constructivism and Ki Hajar Dewantara Philosophy Perspective

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Abstract: This research discusses the central role of education in reform in Indonesia through the Independent Curriculum, with a constructivist philosophical approach and Ki Hajar Dewantara's perspective. This literature research aims to explain the Independent Curriculum from the perspective of constructivism and the philosophy of Ki Hajar Dewantara. This research aims to understand the extent to which the Merdeka Curriculum implements a constructivist approach and to determine the implementation of character education values and the formation of national identity in the Merdeka Curriculum by the views of Ki Hajar Dewantara. The results of this research show that the Merdeka Curriculum perspective from constructivism and Ki Hajar Dewantara's philosophy shows the importance of active student participation, social interaction, learning contextuality, character values, national identity, local wisdom, freedom and student independence. Holistic evaluation is needed to ensure implementation that is consistent with the philosophical vision, thereby creating individuals with character, national identity and independence.

Keywords: Constructivist Philosophy, Independent Curriculum, Ki Hajar Dewantara's Philosophy.

INTRODUCTION

Education, as a crucial element in character formation and intellectual evolution of society, plays a central role in educational reform in Indonesia (Bahri, S. (2022)). The main initiative in this change is the Merdeka Curriculum, which aims to revitalize education by designing more relevant and adequate learning (Vhalery, R., et al, 2022). In approaching the implementation of the Independent Curriculum, it is necessary to carry out an in-depth study from two philosophical perspectives which play a significant role, namely constructivism and the philosophy of Ki Hajar Dewantara.

The Independent Curriculum from a Constructivist Philosophy Perspective emphasizes the active role of students in the process of building their knowledge. Evaluation of the Merdeka Curriculum needs to consider the extent to which the learning approach provides space for active participation and knowledge construction by students. In the constructivism paradigm, it is important to observe the extent to which the curriculum facilitates social interaction and collaboration of students in building knowledge together

(Saksono, H., et al, 2023). Analysis of the relevance and meaning of the learning context in the Independent Curriculum is the focus, measuring the extent to which the curriculum provides real and contextual learning situations for students to build their understanding. Understanding constructivism requires that assessment not only focus on the final result but also on the process of student development and understanding (Hendry, GD, et al, 1999). Therefore, it is necessary to evaluate the evaluation methods applied in the Independent Curriculum.

Furthermore, the Independent Curriculum in Ki Hajar Dewantara's philosophical perspective advocates education that leads to achieving independence (Pramono, KH, et al, 2018). This analysis explores the extent to which the Merdeka Curriculum reflects this concept, ensuring that education not only provides knowledge but also forms individuals who have initiative and responsibility. At the level of educational evaluation, it is carried out on the implementation of character education values and the formation of national identity. The extent to which the Independent Curriculum creates space for character development that is in line with Ki Hajar Dewantara's views needs to

be detailed. The involvement of local wisdom in the Merdeka Curriculum is the focus of analysis, taking into account Ki Hajar Dewantara's views on the integrality of local wisdom in education to create individuals who have a strong national identity (Komariah, S., & Kanzunuddin, M. 2022). From Ki Hajar Dewantara's perspective, it is necessary to evaluate the extent to which the Independent Curriculum provides space for student freedom and independence. This idea focuses on forming individuals who can take responsibility for their learning and actions.

This study will also look at the comparison between constructivism and the philosophy of Ki Hajar Dewantara. This research will identify the similarities and differences in the approaches of the two philosophies (Nasri, Ulyan, 2023b). This research will also evaluate the extent to which both can contribute synergistically in the context of implementing the Independent Curriculum. Identifying potential synergies between constructivism philosophy and Ki Hajar Dewantara's philosophy is a critical aspect. This understanding opens up space to evaluate the obstacles and challenges in integrating these two philosophies in curriculum practice, to ensure that the values of both can work together to improve the quality of national education (Atsani, Nasri, Walad, et al., 2023).

The issue and objective discussed in the research is to what extent does the Merdeka Curriculum implement a constructivist approach in the learning context, especially in providing space for active participation and knowledge construction by students? How is the implementation of the values of character education and the formation of national identity in the Independent Curriculum by Ki Hajar Dewantara's views? and what is the potential for synergy between the philosophy of constructivism and the philosophy of Ki Hajar Dewantara in the context of the Independent Curriculum, and how to overcome the obstacles and challenges in integrating these two philosophies in curriculum practice to ensure improvement in the quality of national education?

METHODS

This research is qualitative research with qualitative descriptive analysis, qualitative descriptive analysis is a data analysis method

used to understand and describe the characteristics of a phenomenon or event in a more in-depth way (Colorafi, KJ, & Evans, B. 2016). This case includes an analysis of the implementation of the Independent Curriculum from two philosophical perspectives, constructivism and the philosophy of Ki Hajar Dewantara (Nasri, Ulyan, 2023a). The constructivist approach will be evaluated through an in-depth study of students' active participation spaces, social interactions, and learning contextuality. Next, Ki Hajar Dewantara's philosophical approach will be analyzed by evaluating the implementation of character education values, the formation of national identity, local wisdom, freedom and student independence. This research will also identify potential synergies between constructivism and Ki Hajar Dewantara's philosophy in the context of the Independent Curriculum and overcome obstacles and challenges in integrating the two to improve the quality of national education.

FINDINGS AND DISCUSSION

Independent Curriculum in the Perspective of Constructivism Philosophy.

Before discussing the Independent Curriculum from the perspective of constructivist philosophy, we will first examine the definition of operational concepts from constructivist philosophy in the world of education. Constructivism philosophy is a view or theory about learning and education that emphasizes the active role of students in constructing their knowledge (Sarita, P. 2017). This theory rejects the idea that knowledge is passively conveyed to students, but rather emphasizes that students must be actively involved in the learning process, interacting with learning material, and building their understanding through experience and reflection. Some of the main concepts in constructivist philosophy involve the view that knowledge is not absolute and separated from context but is an active construction by individuals (Prawat, RS, & Floden, RE 1994). Several figures who contributed to the development of constructivism theory include Jean Piaget, Lev Vygotsky, and Jerome Bruner (Rannikmäe, M., Holbrook, J., & Soobard, R. 2020).

In an educational context, the constructivist approach emphasizes problem-based learning, an emphasis on understanding concepts rather than simply memorizing facts, as well as the use of learning activities that encourage social interaction and collaboration between students (Hmelo-Silver, C.E., & Eberbach, C. 2011). Teachers in this approach act as facilitators or guides, helping students build their understanding rather than simply providing information. The constructivist approach also highlights the importance of real experiences in learning and emphasizes that each individual has a unique way of understanding and interpreting information (Cakir, M. 2008). Thus, constructivism emphasizes individual freedom and responsibility in the learning process, as well as placing value on deep understanding and application of knowledge in real-life contexts.

The Independent Curriculum discourse from the perspective of constructivism philosophy will at least examine 3 (three) issues, namely space for active student participation, social interaction, and contextuality of learning. Constructivism, as a learning approach, emphasizes the central role of students in constructing their knowledge. In this context, students' active participation is key, where they not only act as recipients of information but also as constructors of their knowledge. In other words, constructivism highlights students' activeness in building their understanding. In analyzing the Independent Curriculum, it is necessary to consider the extent to which the learning approach promoted by this curriculum focuses attention on students. Questions surrounding the extent to which the curriculum provides opportunities for students to actively participate in the learning process need to be explored. In the process of knowledge reconstruction, students need to be actively involved in constructing their understanding (Bezzi, A. 1996). Evaluation of the Merdeka Curriculum should consider the extent to which students are given opportunities to construct knowledge through learning activities that encourage active participation. This aspect involves assessing the extent to which the curriculum encourages students' social engagement (Nasri, 2020). From a constructivist perspective, it is necessary to pay attention to the extent to which the curriculum facilitates student social interaction and collaboration.

How students can share ideas, discuss and build knowledge together needs to be analyzed (Nasri, 2022).

Analysis of the relevance and meaning of the learning context in the Independent Curriculum is the main focus. Measuring the extent to which the curriculum provides real and contextual learning situations for students to build their understanding includes a deep understanding of how learning content can be integrated with students' experiences and realities (Nasri & Khairi, 2023). In the constructivist approach, assessment is not only focused on the final results but also the process of student development and understanding (Rovai, AP 2004). Therefore, it is necessary to evaluate the evaluation methods applied in the Independent Curriculum. How assessments reflect students' progress in constructing their knowledge is a key consideration (Nasri, 2020). Furthermore, the view of constructivist philosophy at the level of social interaction in the independent curriculum, namely constructivist philosophy, has a unique perspective by highlighting the significance of social interaction in learning and the formation of knowledge (Liu, C.H., & Matthews, R. 2005). In the context of the Independent Curriculum, the constructivist approach emphasizes several essential aspects, namely by emphasizing that students need to have an active role in forming their understanding. Students are expected not only to be recipients of information or only to focus on individuals but also to interact actively with classmates, share ideas, and collaborate to build mutual knowledge and share experiences to support the learning process.

Constructivism philosophy also emphasizes the meaningfulness of relevant and contextual learning contexts (Mintzes, J.J., et al, 1997). About the Independent Curriculum, an evaluation must include the extent to which the curriculum creates real learning situations, where social interaction can occur in a way that supports students' knowledge-construction processes. The philosophy of constructivism, in examining the contextuality of learning in the Independent Curriculum, focuses on the understanding that effective learning occurs when students can construct their knowledge in a relevant and meaningful context. This means that constructivist philosophy emphasizes the importance of creating real and contextual learning situations for students (Atsani, Nasri, &

Walad, 2023). This includes integrating learning content with the context of students' lives to make learning more meaningful (Atsani & Nasri, 2023). Constructivism philosophy demands that learning material must be relevant to students' lives, meaning the extent to which the curriculum connects the material. Learning with the realities and needs of students. Relevant material can increase student motivation and involvement in the learning process (Atsani & Nasri, 2021b). Then constructivism also takes into account the importance of including local wisdom in learning (Hidayati, NA, et al, 2020). An independent curriculum must integrate local values and student culture. This contextuality helps students to more easily relate learning material to their life experiences. Through this approach, constructivist philosophy provides a basis for evaluating how the Merdeka Curriculum aligns learning contextuality with constructivist principles, ensuring that students can develop their understanding in a meaningful and relevant way (Atsani, Nasri, Walad, et al., 2023)

Independent Curriculum in the Perspective of Ki Hajar Dewantara's Philosophy

Ki Hajar Dewantara, known as the Father of Indonesian National Education, had a very distinctive concept of education. Ki Hajar Dewantara's educational concept is known as "Taman Siswa" which is an educational movement that emphasizes certain values (Amaliyah, S. 2021). There are several educational concepts according to Ki Hajar Dewantara, namely Ki Hajar Dewantara carries the principle that education should be accessible to all levels of society regardless of social, economic status or cultural background (Rombe, R., et al, 2023). Education is considered a right of all individuals. Education is not only about physical independence but also freedom of thought and action (Yanuarti, E. 2017). Education is expected to form individuals who have awareness and responsibility as independent citizens.

Ki Hajar Dewantara emphasizes the importance of character education in forming a quality person (Rahmadia, AL 2023). Values such as honesty, discipline, responsibility, cooperation, and the spirit of patriotism are considered important aspects of education. Pancasila, as the basic philosophy of the Indonesian state, is integrated into education

according to Ki Hajar Dewantara. Implementation of Pancasila values, such as social justice, democracy and unity, is an integral part of learning (Grace, PS 2016). Ki Hajar Dewantara carries a holistic educational approach that involves developing all aspects of students' lives, including cognitive, affective and psychomotor aspects (Antara, PA 2019). Education is expected to not only cover intellectual aspects but also form positive character and attitudes. A part from that, the importance of local wisdom as an integral part of national identity is an important point in Ki Hajar Dewantara's educational concept. Ki Hajar Dewantara views local wisdom as a cultural heritage that must be respected and integrated into learning (Windiatmoko, DU 2022). Ki Hajar Dewantara believes that education should give students the freedom to develop their potential and interests. Student independence is the main goal, where students are expected to be able to take responsibility for their learning and actions.

Examining the Independent Curriculum from Ki Hajar Dewantara's philosophical perspective will examine the evaluation of the implementation of character education values, the formation of national identity, local wisdom, freedom and student independence. The concept of the Independent Curriculum from Ki Hajar Dewantara's philosophical perspective is very closely related to the implementation of character education values and the learning profile of Pancasila (Atsani, et al., 2023). Ki Hajar Dewantara emphasized the importance of character education in forming quality individuals who have noble values. Implementation of values such as honesty, discipline, responsibility, cooperation and the spirit of patriotism are important aspects of the Merdeka Curriculum. The Independent Curriculum concept views Pancasila as the foundation of values in education (Muslim, A. 2023). Implementation of Pancasila values, such as social justice, democracy and unity, is deeply integrated into student character development. From Ki Hajar Dewantara's perspective, the evaluation of the Merdeka Curriculum does not only focus on cognitive aspects but also the formation of student character. Evaluations are carried out to measure the extent to which values such as courtesy, the spirit of cooperation, and love of the homeland are reflected in students' behaviour and attitudes

(Sandiana et al., 2023). The Pancasila learning profile in the Merdeka Curriculum focuses on character development that reflects Pancasila values. Evaluation is carried out by considering the extent to which students can internalize and apply these values in everyday life (Suparman et al., 2023).

Ki Hajar Dewantara proposed the concept of education for independence, which is not only limited to physical independence but also freedom of thought and action (Suparlan, H. 2015). Evaluation in the Merdeka Curriculum must reflect the extent to which this education has succeeded in creating students who have freedom of thought and action, in line with the values of Pancasila (Nasri, Ulyan, 2020). The Merdeka Curriculum, in Ki Hajar Dewantara's view, recognizes the importance of local wisdom as an integral part of national identity (Iswati, I. 2017). Evaluation involves assessing the extent to which local values are integrated with learning, creating students who have a strong national identity. Evaluation of the implementation of character education values in the Independent Curriculum must be holistic, covering cognitive, affective and psychomotor aspects (Nasri, Ulyan, 2021). In this context, assessment is not only carried out through written exams but also through observations, projects and practical activities that reflect the application of character values (Gani et al., 2024). Thus, Ki Hajar Dewantara's perspective in the Merdeka Curriculum leads to a comprehensive evaluation of the implementation of character education values, which are in line with the principles of Pancasila and the Pancasila learning profile (Nasri, Ulyan, 2023c)

Ki Hajar Dewantara's philosophy provides a strong foundation for formulating the Independent Curriculum with a focus on the formation of national identity. Ki Hajar Dewantara believes that education must make a significant contribution in forming individuals who are aware of being part of one nation. In the Merdeka Curriculum, the formation of national identity is articulated through the application of national values and a deep understanding of Indonesian history and culture. Evaluation in this context includes the extent to which students can internalize national values in their daily thoughts, attitudes and actions (Muliadi, Erlan & Nasri, Ulyan, 2023). Ki Hajar Dewantara emphasized the importance of local wisdom as an integral part of national identity.

The Merdeka Curriculum reflects this view by encouraging the integration of local wisdom in learning content (Atsani & Nasri, 2021a). Evaluation of the implementation of local wisdom involves analyzing the extent to which students can connect local concepts with national values. In this way, students not only develop national identity but also appreciate and understand local wisdom as a cultural heritage that enriches national identity (Rasyidi, Abdul Haris & Nasri, Ulyan, 2023)

Ki Hajar Dewantara's views on student freedom and independence became the basis for the development of the Merdeka Curriculum (Efendi, PM, et al, 2023). In this perspective, student freedom is seen as the right to develop their potential and interests. Evaluation of student freedom in the Merdeka Curriculum includes the extent to which the curriculum provides space for student initiative, talent development and self-expression. This concept encourages holistic evaluation involving cognitive, affective and psychomotor aspects, to give students the freedom to explore their potential optimally (Nasri, 2022). Student independence is the main goal of the Merdeka Curriculum, in line with Ki Hajar Dewantara's views on the formation of responsible individuals (Mudana, IGAMG 2019). Evaluation of student independence includes how well the curriculum provides opportunities for students to take responsibility for their learning and actions. In this evaluation, it is necessary to pay attention to the extent to which students can organize time, manage resources, and take initiative without too much guidance. Student independence is a measure of the success of the Merdeka Curriculum in creating individuals who can contribute positively to society (Habiburrahman et al., 2023). Thus, Ki Hajar Dewantara's philosophical perspective plays a central role in detailing the concept of the Merdeka Curriculum, especially in examining the formation of national identity, local wisdom, freedom and independence. student. Evaluation in this context must consider the real implementation of these philosophical values and goals to ensure the achievement of a holistic and relevant educational vision (Nasri, 2015)

CONCLUSION

The conclusion of this discussion shows that constructivism philosophy, as a theoretical

basis, provides a strong view regarding the active role of students in constructing their knowledge. This concept is integrated into the Merdeka Curriculum, which emphasizes space for active student participation, social interaction, and the contextuality of learning as crucial elements. By examining the Merdeka Curriculum from the perspective of Ki Hajar Dewantara's philosophy, evaluating the implementation of character education values, the formation of national identity, local wisdom, freedom and student independence becomes essential. This approach reflects a commitment to the formation of individuals who are not only intellectually intelligent but also have character, a strong national identity, and can apply local wisdom in everyday life. Holistic evaluation needs to be implemented to ensure the success of the Merdeka Curriculum in achieving its philosophical goals.

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