
Analysis Kurikulum Merdeka in The Perspective of Humanistic Learning Theory

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Article History

Received : June 16th, 2024

Revised : July 08th, 2024

Accepted : August 02th, 2024

Abstract: The main focus of this research is related to the study of educational concepts from the perspective of humanistic learning theory in the independent learning curriculum. The type of research used is library research which is taken from several literatures including notes, books, articles, journals and other scientific literature references. The independent curriculum can be viewed and analyzed using educational concepts from the perspective of humanistic learning theory. In the Merdeka Curriculum, the concept of education from the perspective of humanistic learning theory plays an important role. Humanistic learning theory has the aim of humanizing humans. Learning in humanistic theory is said to be successful if students can understand the environment and themselves (achieve self-actualization). And in general, this humanistic theory is a learning theory that prioritizes the learning process, not the learning outcomes. This theory develops the concept of humanizing humans so that students are able to understand themselves and their environment. The process of implementing the independent curriculum in this research is discussed based on a humanistic approach, in accordance with the results of the taxonomy developed. So the results of the dimensions of the independent curriculum taxonomy in the humanistic learning theory approach that have been developed, then look for suitability with the curriculum implementation practices carried out.

Keywords: Humanistic learning Theory; Kurikulum merdeka.

INTRODUCTION

Education is one of the main pillars in a country's development. To achieve optimal educational goals, good curriculum development is very important. The curriculum in Indonesia continues to change, from 1947 to the present. Nationally in 1947, it was implemented at all levels of education, requiring them to follow this curriculum, then in 2004, the curriculum was refined using competency-based. Furthermore, in 2006 it implemented an educational unit level-based curriculum (KTSP), while in 2013 there were changes to the content standards. There will be another total change from 2018 to 2022 with the name independent learning curriculum (Rahayu et al., 2022).

The independent learning curriculum will begin to be implemented and tested in 2022. Then it was first initiated by the Minister of Education and Culture, namely Nadiem Makarim, in 2019. The results of the Program for International Student Assessment (PISA) research are the background for the birth of the independent learning curriculum, where students are assessed in Indonesia only occupies sixth position from

the bottom. Therefore, the Minister of Education and Culture initiated a new curriculum concept. The independent curriculum has a basic concept of independence and freedom for educators in Indonesia to independently determine the best way or method to use in the learning process (Afida et al., 2021).

In implementing the independent curriculum, teachers are given the freedom to choose learning tools tailored to students' learning needs and interests. To find out students' needs, teachers carry out an initial diagnosis, so that learning tools are adjusted based on the students' own needs, talents, interests and abilities. In the independent curriculum, teachers have the quality and creativity to be able to develop learning resources, foster conducive, competitive and interactive classes in utilizing learning media based on the potential of the school environment as a learning resource. So it is hoped that the concept of an independent curriculum will allow teachers and students to have the freedom to think and innovate. By emphasizing freedom of thought, it is hoped that innovation will be created in the learning process. Apart from that, students are also given the

freedom to innovate and be active in learning (Santika & Khoiriyah, 2023).

This concept of independent learning is connected to the humanistic learning theory pioneered by Abraham Maslow long ago. According to humanistic theory, the purpose of learning is to humanize humans. The learning process is considered successful if students understand their environment and themselves. Humanistic theories tend to be eclectic, meaning that theories can be used as long as their goals can be achieved (Nast & Yarni, 2019; Perni, 2018; Qodir, 2017). This relationship requires analysis of literature studies so that a common thread can be found between these two topics. Where the concept of independent learning which liberates teachers and students is expected to be able to humanize humans and become a forum for students to develop critical thinking, innovation and creativity.

Humanistic learning theory is a theory that aims to humanize humans. People who are humanized in the narrow sense are teachers and students. In this case, the teacher gives students the freedom to choose according to their learning needs (Juita & Yusmaridi, 2021; Rohmah et al., 2022). In humanistic learning theory, students are considered as subjects who have the right to

determine the direction of their lives. Students are responsible for themselves in the learning process, so they are able to develop critical and creative thinking skills.

The purpose of writing this article is to discuss how to analyze independent curriculum policy from the perspective of humanistic learning theory. Therefore, it is necessary to explore sources that have been found previously and then review them again so that this article can be realized to gain wider knowledge.

METHODS

This research uses a type of research in the form of library research. Literature study involves theoretical research based on articles, books, notes, journals and a number of other relevant scientific literature. The articles used are scientific articles related to the topic currently being discussed. Meanwhile, the content analysis method was used in the data analysis of this research. The content analysis procedure in this research is an in-depth discussion of the substance of written or printed information using the technique of systematically recording symbols or messages and then providing an interpretation.

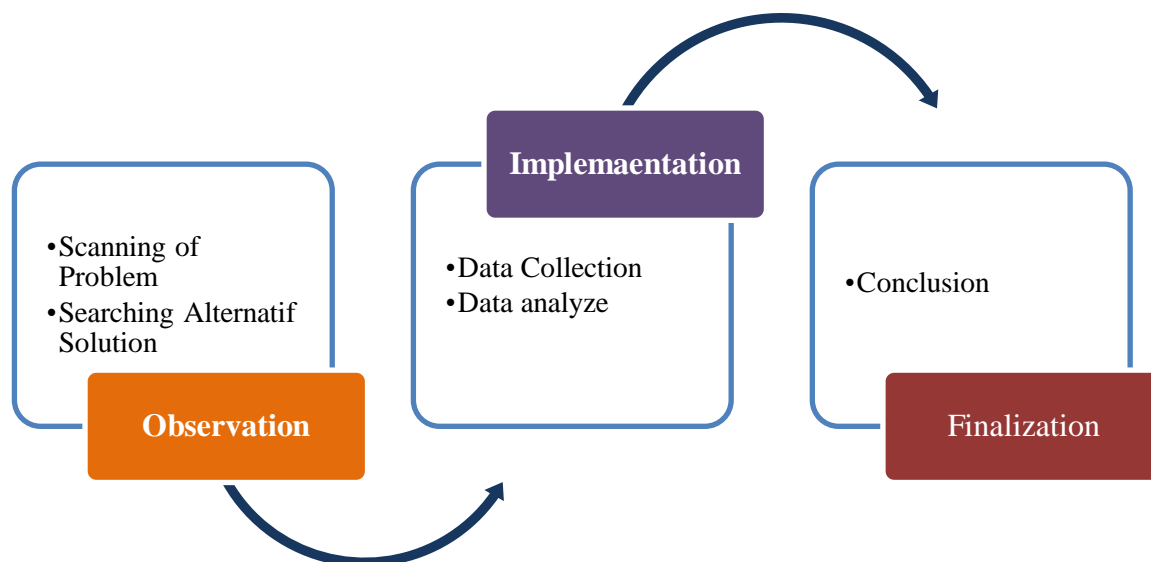


Figure 1. Research Schema

FINDINGS AND DISCUSSION

Understanding Curriculum

Curriculum comes from the Greek "curir" which means a person running and "curare" a place to gallop. So the curriculum comes from a

term in the world of sports in Ancient Roman times which referred to a runner having to cover the distance from the start line to the finish line. The distance that must be traveled means the curriculum contains the content and subject matter which is the time period for a student to travel to obtain a diploma (Bahri, 2017). Several experts explain their views based on the definition of curriculum, namely based on S. Nasution's view that it is a design that has been prepared with the aim of facilitating the learning process activities which is the responsibility of the supervisor, either school or educational institution. Nasution said that it is not only the plan that is the focus in curriculum, but a process that occurs within it.

Crow and Crow again explained in detail what was contained in the curriculum, in fact he said that the curriculum contains the content and subject matter that students will later take, with the curriculum students can immediately complete their education program and get a diploma. However, the definition of curriculum based on its function is different, Muhaimin and Abdul Mujib explained that the curriculum based on function consists of seven meanings, including: First, the curriculum functions as a study program, is a subject tool that students will study at their educational institution. Second, the curriculum can function as content, namely information that is visible in books in the classroom, but this data is not complemented by other information so that it does not lead to learning. Third, the curriculum functions as a planned activity, namely activities that have been planned and try to provide the best results. Fourth, the curriculum functions as a learning outcome and is a tool for obtaining results from learning without describing the process it goes through. Fifth, the curriculum as cultural reproduction is an implementation that occurs in the younger generation in society. Sixth, the curriculum as a learning experience is a form of result obtained from all the learning process activities that have been undertaken. Seventh or finally, the curriculum is a tool that is used together in the world of education to achieve the results we want and produce a production that can be used together (Bahri, 2017).

The curriculum is used as a strategic position which generally consists of the vision, mission, goals and guidelines of the education. The nature of the curriculum is dynamic so that it will experience changes in a flexible and

futuristic manner. The curriculum concept consists of three concepts, namely substance, system, and field of study. The first concept of the curriculum is that as a substance, it is a learning process that has been planned so that in this process there are substances consisting of objectives, teaching materials, study schedules, evaluation forms, and documents containing signs of agreement between the curriculum compiler and the community, as well as education policy holders and the community. The second concept, namely the concept where the curriculum acts as a system, is a school system which consists of systems regarding schools, education and society. The curriculum system makes the curriculum dynamic. The third concept, namely the concept where the curriculum acts as a field of study, means that the curriculum can become an expert field of study or education expert whose aim is to develop knowledge about the curriculum and the applicable curriculum system (Fujiawati, 2016).

Independent Curriculum (Kurikulum Merdeka)

The COVID-19 pandemic in Indonesia has brought about various changes in every sector, including the education sector. The COVID-19 pandemic is a special situation that has an impact on delays in students' learning and skill achievement. Meanwhile, various research results at home and abroad show that Indonesia has been experiencing a learning crisis for a long time. Based on the results of the 2019 Program for International Student Assessment (PISA) research, Indonesian students only ranked sixth from the bottom in mathematics and literacy. One other aspect is the character values survey which places greater emphasis on the values of character, religion and Pancasila. One effort to overcome this problem is the implementation of an independent curriculum. The independent curriculum is a curriculum structure that refers to and leads to the development of students' talents and interests (BNSP). In this case, students are given the freedom to choose whatever subjects they want to study according to the student's own talents and interests (Jojo & Sihotang, 2022). Freedom to learn is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia.

The difference between the independent curriculum and the previous curriculum which was applied at kindergarten, elementary, middle

school, high school/vocational school and university levels.

Kindergarten level

The implementation of the independent curriculum at kindergarten level is aimed at encouraging children to play while learning, which is not much different from the previous curriculum.

Elementary level

The implementation of the independent learning curriculum at elementary school level is the combination of science and social studies subjects into one, namely Natural and Social Sciences, and making English an optional subject.

Junior high school level

Guidelines for the independent learning curriculum at junior high school level have changed status in several subjects. For example, Information and Communication Technology (ICT) subjects are mandatory subjects. In the previous curriculum, this subject was only an option.

SMA/SMK level

The independent curriculum at high school level no longer has specialization subjects, such as science, social studies and languages. At the vocational school level, the learning model is simplified with 70% vocational subjects and 30% general subjects. At the end of the study, students must produce a scientific essay.

High Containment Rate

The independent curriculum in higher education is implemented in the independent campus program. This implementation also shows several differences from previous curriculum implementations. The independent campus program provides students with the opportunity to study according to their interests without being limited by their major. This can be done in various ways, such as internships, student exchanges, independent projects, research, becoming a teaching assistant, entrepreneurship, and real work courses (KKN).

The independent learning program has four applicable policies, including the National Based Standard Examination (USBN), changes to the policy for preparing Learning Implementation Plans (RPP), policies regarding National Examinations, as well as regulations

regarding the Acceptance of New Zoning Students.

Analysis of the Independent Curriculum (Kurikulum Merdeka) from the perspective of Humanistic Learning Theory

Humanistic theory in implementing the Independent Curriculum is one of the most abstract learning theories among existing learning theories, because this theory talks more about ideas about the most ideal learning rather than paying attention to what can be done in everyday life. Humanistic learning theory has the aim of humanizing humans. Learning in humanistic theory is said to be successful if students can understand the environment and themselves (achieve self-actualization). And in general, this humanistic theory is a learning theory that prioritizes the learning process, not the learning outcomes. This theory develops the concept of humanizing humans so that students are able to understand themselves and their environment. The process of implementing the independent curriculum in this research is discussed based on a humanistic approach, in accordance with the results of the taxonomy developed. So the results of the dimensions of the independent curriculum taxonomy in the humanistic learning theory approach that have been developed, then look for suitability with the curriculum implementation practices carried out.

Self-concept in the concept of Comb's humanistic theory is a component needed to fully understand a person's behaviour. Self-concept consists of a person's knowledge about himself, expectations about himself and judgments about himself. Self-concept consists of all the ideas, perceptions and values that characterize a person's identity, including awareness of what I am like (awareness of being) and what I can do (awareness of function). In turn the self influences people's perceptions of the world and their behaviour (Amalia, 2013). Self-concept is a permanent inner awareness of experiences that relate to me and distinguish me from those who are not me (Schultz, Duane; 1991). Problems regarding self-concept cause psychological anxiety because of the incongruence between the ideal self-concept which overlaps with the student's concept of himself (Fursenko, 2009). To improve self-concept, the Merdeka curriculum policy must be able to manage learning in such a way that students are able to understand themselves and are able to effectively process

their growth and development to achieve maximum potential. The meaningfulness of learning in Carl Roger is an important requirement so that students can become fully useful human beings (Full Function Person).

The orientation of the meaning of learning is the discovery of value in every learning activity by students, meaning is obtained through interaction between the environment and the self, meaning of the self will be realized in comfortable environmental conditions and encourage student potential, a learning environment that makes students free from intense competition, high discipline, and fear of failure. Arbayah (2013) added that individuals can only develop optimally and relatively without obstacles if they are in an atmosphere full of love, an understanding heart and effective personal relationships. According to Roger, the meaningfulness of the educational process will be possible when learning is felt to be relevant to students' needs and goals. To achieve meaningfulness in learning, teachers need to connect students' knowledge with real activities so that students become involved and experience it more personally. When learning is not felt to be relevant to them or is considered threatening, students will tend to accept all the knowledge conveyed by the teacher. The same thing was expressed by Erika & Ferdinan (2022) that if learning activities do not have meaning for students, there will be a tendency to reject these activities.

In the end, humanistic theory within the framework of the independent curriculum presents a fresh concept of meaningfulness where teachers are placed in such a way as to direct students to think inductively, prioritize students' experiences, and increase students' active involvement in the learning process. The meaningfulness of learning is aimed at creating humans who are fully beneficial to the environment. Individuals who function fully have high life satisfaction, develop towards a positive life, reduce anxiety and lead to noble intrinsic values (Haryanto, 2019; Nafisa & Fitri, 2023).

CONCLUSION

In the independent curriculum, the concept of education from the perspective of humanistic learning theory plays an important role. Where humanistic learning theory has the aim of humanizing humans. People who are humanized

in the narrow sense are teachers and students. In this case the teacher gives students the freedom to choose according to their learning needs. In humanistic learning theory, students are considered as subjects who have the right to determine the direction of their lives. Students are responsible for themselves in the learning process, so they are able to develop critical and creative thinking skills. Humanistic theory in implementing the independent curriculum is one of the most abstract learning theories among existing learning theories, because this theory talks more about ideas about the most ideal learning rather than paying attention to what can be done in everyday life. With this approach, it is hoped that students will become active subjects in learning, develop their potential as a whole, collaborate socially, to humanize humans. Learning in humanistic theory is said to be successful if students can understand the environment and themselves (achieve self-actualization). By adopting the perspective of humanistic learning theory in the independent curriculum, it is hoped that there will be meaningfulness where teachers are placed in such a way as to direct students to think inductively, prioritize student experience, and increase active student involvement in the learning process. The meaningfulness of learning is aimed at creating humans who are fully beneficial to the environment. Individuals who function fully have high life satisfaction, develop towards a positive life, reduce anxiety and lead to high intrinsic values.

ACKNOWLEDGMENT

The writing team members would like to thank all parties who have been directly or indirectly involved in this research.

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