
Analysis of The Independent Curriculum Concept Through The Constructivist Philosophy of Education and The Philosophy of Ki Hadjar Dewantara

Idawati¹, Andi Arbaina Fariza^{1*}, Witasari¹

¹Pendidikan Dasar, Pascasarjana, Universitas Muhammadiyah Makassar, Indonesia

Corresponding Author: jdafadollah@unismuh.ac.id, andiarbainamf@gmail.com, witasarisirajuddin@gmail.com

Article History

Received : December 18th, 2024

Revised : January 19th, 2025

Accepted : February 15th, 2025

Abstract: This research aims to determine and analyze perceptions of the constructivist philosophy and Ki Hadjar Dewantara's philosophy in relation to the independent curriculum. This research uses a qualitative approach with a literature review or literature study method. Research data was collected from articles and books about the educational philosophy and philosophy of Ki Hadjar Dewantara. Data validation and analysis was carried out using document triangulation. The results of the research or findings show that the independent curriculum is based on educational philosophy views, namely the philosophical views of constructivism and the philosophy of Ki Hadjar Dewantara. The constructivist philosophy believes that constructivist learning is relevant to independent learning programs which can be viewed from learning methods that focus on learning that focuses on cognitive maturity and gives freedom to students to be able to explore and explore their learning experiences independently. Meanwhile, Ki Hadjar Dewantara's philosophy provides a different philosophical basis for how education is implemented and internalized optimally. The relationship or connection between Ki Hadjar Dewantara's educational concept and the independent curriculum is part of Tri Rahayu's educational philosophy. This educational concept focuses on the fun or happiness of students. In the independent curriculum, the concept of student-centered learning is implemented, and teachers act as motivators and facilitators. The flow of constructivist educational philosophy and the philosophy of Ki Hadjar Dewantara is very relevant to the dynamics of the independent curriculum, this is evident from every view and meaning implied therein.

Keywords: Constructivism, Independent Curriculum, Ki Hadjar Dewantara Education Concept.

INTRODUCTION

Education is the most important pillar for the progress of a nation. Education as a fundamental element in improving human resources. Through good education, new things are obtained so that they can be used to create quality human resources. In Indonesia, education is stated in Law No. 20 of 2003 which aims to develop students' potential to become human beings who believe and fear God Almighty, are capable, creative, independent, have noble character, are healthy, knowledgeable, and become democratic and responsible citizens. To achieve these educational goals, an intermediary tool is needed, namely the curriculum. Law No. 20 of 2003 Chapter 1 Article 1 states that "the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as

guidelines for organizing learning activities to achieve certain educational goals". The curriculum was created with the aim of facilitating the education process. The curriculum currently implemented in Indonesia is the independent curriculum (Vhalery et al., 2022).

The Independent Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies. Projects to strengthen the achievement of the Pancasila student profile are developed based on certain themes set by the government. The project is not directed at achieving certain learning achievement targets, so it is not tied to subject content (Marsela Yulianti et al., 2022). New Paradigm Learning in the independent curriculum aims to realize the Pancasila Student Profile in accordance with the goals of

Indonesian Education as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan Ministry of Education and Culture 2020-2024 (Nurur Rubingah et al., 2023). In the context of the independent curriculum, it is necessary to know the views of each school of educational philosophy because each school of educational philosophy provides its own philosophical basis for how education should be directed and implemented (Laos & Suastra, 2023). Education can be said to be the application of philosophical thought. Therefore, philosophy provides a holistic conceptual framework for humans and education. The meaning of education also begins with the meaning of human nature. Various schools of philosophy that talk about humans give birth to educational theories that are practiced in the learning process designed by educators or education experts. Philosophy is said to be the mother of all thoughts in educational theory (Susilawati, 2021).

Through several reference sources that have been traced related to the concept of an independent curriculum in the perspective of schools of educational philosophy, namely the school of constructivism philosophy, and Ki Hajar Dewantara, these schools each provide views on the independent curriculum. In the view of the philosophical school of thought, the independent curriculum is a concept to provide more space for students to learn according to their respective interests, talents, and abilities, and to encourage more contextual and meaningful education. In the Independent Curriculum, the constructivism school is reflected in the learning structure. This is because the constructivism philosophy school supports students to be able to use their abilities to adapt to the demands of scientific developments and their times. Students must actively develop their own knowledge, not only receive ready-made feedback and knowledge from teachers or fellow students, but students are required to take the initiative to build their own knowledge, create creative ideas and play a role in student activity as the main provision in living life (Hakiky et al., 2023). In addition, the concept of Ki Hadjar Dewantara is also related to the concept of the independent curriculum. Nadiem Makarim (Riana, 2021) stated that Ki Hadjar Dewantara's ideas would be realized in the formation of the Independent Learning curriculum, where this curriculum contains rules that free teachers and students in

determining the learning system. This is also in line with the policy related to the curriculum which will undergo changes appropriately and appropriately in order to create quality education.

In line with the development of the times, students are faced with the demands to develop increasingly advanced knowledge and technology. Therefore, it is important to integrate schools of educational philosophy into the school curriculum. From the perspective of these schools of philosophy, it will be possible to interpret the concept of independent learning more comprehensively. With this writing, the researcher aims to describe the views of the constructivist school of educational philosophy, the philosophy of Ki Hadjar Dewantara and its relevance to the independent curriculum applied in Indonesian education today.

METHODS

This research method uses literature review research with the aim of reviewing relevant literature and analyzing the views of the independent curriculum from various schools of educational philosophy. In general, a literature review is defined as a summary obtained from a reading source related to the research topic. The background that discusses the function of preparing actual data collection will usually be written in a literature review in every survey and experimental research. Through a new study in the latest research, this literature review is also used to create a past context (Anggit 2020:6). The data for this research were obtained by searching for and selecting relevant literature including journal articles, books, and other reliable literature sources. The data obtained in this literature review were analyzed by identifying, summarizing, and comparing findings from relevant literature. Qualitative analysis was used to identify concepts and views that emerged from the literature. The data was analyzed carefully to describe the understanding of various schools of educational philosophy in relation to the Independent Curriculum.

FINDINGS AND DISCUSSION

Findings

The results of the study describe the views of the constructivism school of educational philosophy, the philosophy of Ki Hadjar Dewantara and its relevance to the

implementation of the independent curriculum. Education that has developed in Indonesia is influenced by various schools of thought introduced by experts. In this case, it is reviewed from the perspective of philosophy as the basis for thinking in formulating educational concepts and curriculum. The views of the school of educational philosophy on the independent curriculum that are studied are the schools of essentialism, progressivism, constructivism and the philosophy of Ki Hadjar Dewantara.

Discussion

1. The View of Constructivism Philosophy in the Independent Curriculum

The constructivist school of thought is a school of thought that grew out of cognitive learning theory. The goal of the constructivist learning approach is to improve student understanding. Constructivism is relevant to the discovery learning and meaningful learning methods because both learning methods are in accordance with the context of cognitive learning theory.

Jean Piaget said that knowledge is built in the child's mind. Jean Piaget's views believe that learning will be more successful if it is adjusted to the stage of cognitive development of students. Students are given the opportunity to experiment with objects around them, which is supported by interactions with peers and questions from teachers that stimulate students to build their knowledge. Thus, students can actively interact with their environment to discover various knowledge from their environment (Hakiky et al., 2023).

According to constructivist learning theory, knowledge cannot simply be transferred from teacher to student. This means that students must be mentally active in building their knowledge structure based on their cognitive maturity (Woolfolk, 2004). In general, in the constructivism approach, students will give more meaning to learning through direct experience, the teacher is a facilitator who bridges and provides space for students to get meaningful learning by building or reconstructing their own knowledge. From the experiences experienced by students, their thinking concepts will be formed. The purpose of the constructivism approach is for students to have the ability to find, understand, and use information or knowledge (Hakiky et al., 2023). The opinion of constructivist thinkers that knowledge is formed within individuals based on

the cognitive structures they already have, this has implications for the learning process that emphasizes the personal activities of students. In order for the learning process to run smoothly, educators are required to carefully recognize the level of cognitive development of students. Based on their understanding, educators design learning experiences that can stimulate children's cognitive structures to think, interact to form new knowledge. The experiences presented should not be too far from the knowledge of students but also should not be the same as what they already have. Experience should be on the threshold between known knowledge and unknown knowledge as the zone of proximal development of knowledge (Afrilyanti et al., 2024).

Based on this, in the context of teaching and learning activities, teachers must create memorable learning by producing authentic and socio-culturally meaningful experiences for their students. Learning materials must be packaged contextually and relevantly and must adapt to the socio-cultural culture of students. In the learning process, teachers must give students the freedom to explore problems and be able to solve them independently or collectively, so that their thinking skills can increase gradually and optimally and actively form new knowledge and experiences for students.

According to (Hakiky et al., 2023) the concept of independent learning is very much in line with the constructivism philosophy. This is because the constructivism philosophy supports students to be able to use their abilities to adapt to the demands of scientific developments and their times. Students must actively develop their own knowledge, not just receiving ready-made feedback and knowledge from teachers or fellow students, but students are required to take the initiative to build their own knowledge, create creative ideas and play a role in student activity as the main provision in living life.

The concept of the Independent Curriculum or Independent Learning is in line with the theory of constructivism learning which is more in favor of students' freedom to be able to seek and explore their own learning experiences. In this independent curriculum, teachers not only act as transfers of knowledge but are also facilitators who provide freedom for students to have a more independent learning experience (Refi Mariska & Abdul Khobir, 2023).

Independent learning can be understood as freedom to think, freedom to learn, and respect or

respond to changes that occur. The learning system will also change from being teacher-centered to being student-centered (Yusuf, 2021: 120-133). Because basically learning from a constructivist perspective is presented so that it can be more stimulating and provide opportunities for students to develop their potential optimally. Likewise, teachers are required to be able to innovate learning so that it is in accordance with the times. In addition, the school also.

2. Views of Ki Hadjar Dewantara's Philosophical School in the Independent Curriculum

Ki Hadjar Dewantara is an Indonesian educational figure who created the 1938 Curriculum as the basis for education in Indonesia. He is known as the Father of Indonesian National Education because of his services in developing an education system for the Indonesian people. According to Tarigan et al. (2022), the philosophy of education from Ki Hadjar Dewantara's perspective is related to independent education, which is centered on students and includes the following educational goals: (1) independent, education leads to healthy and strong physical independence, productive, creative and innovative; (2) rational, directing education to achieving higher and broader intelligence; (3) spiritual, leading to achieving the highest safety and happiness by achieving mental independence; and (4) social, achieving attitudes of harmony, family, deliberation, tolerance, togetherness, democracy, responsibility, and discipline. The philosophy of education according to Ki Hadjar Dewantara is humanistic education, which respects the freedom and independence of children, which upholds local cultural values, upholds a sense of nationality, nationalism, and the spirit of patriotism. Opening up space for children to get to know new ideas and not be afraid of new ideas (Irawati et al., 2022).

Ki Hadjar Dewantara's view states that education 'guides all the natures that exist in children, so that they can achieve the highest safety and happiness, both as humans and as members of society' (Tjahjopurnomo, 2017). This means that in the realm of education it is not only directed at the next generation of the nation as students, but also guides all the natures that are inherent in them. The ultimate goal is for them to be able to achieve optimal safety and happiness, both as individuals and as members of society.

This means that education does not only focus on academic achievement but also on developing character, moral values, and social skills so that they can live harmoniously, happily, and be useful to their social environment.

The concept of independent learning according to Ki Hadjar Dewantara is to free children in learning, namely through freedom from things they like or are interested in, even their talents. The concept of independent learning applied in the new paradigm curriculum is inspired by the thoughts of Ki Hadjar Dewantara "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani". In the concept of Ki Hadjar Dewantara's thoughts, it is quite clear that educators have a great responsibility for the formation of character values in their students. Educators become role models when they are in front, become motivators or spirits when in the middle, educators become drivers from behind students when they are behind, with various supports so that students can be independent (Rahayuningsih, 2022). This is in line with independent learning initiated by Nadhim Makarim, the Minister of Education, Research, and Technology, which contains a humanist policy that seeks to restore the essence of teaching and learning, namely that educators and students learn together. Where according to Ki Hadjar Dewantara, education is a guide that guides the growth and development of the nature that exists in students and leads them to achieve the perfection of life. From here, we can see Ki Hadjar Dewantara's thoughts which prioritize the development of students. This is proof that the Independent Learning Concept initiated by the Ministry of Education is apparently in line with what was echoed by Ki Hadjar Dewantara several years ago which is still considered very relevant to be implemented today (Rahayuningsih, 2022).

In addition, there is Ki Hadjar Dewantara's idea regarding a learning paradigm that favors students. Its connection with the independent curriculum is the emergence of differentiated learning. Differentiated learning is a modification of classroom learning related to curriculum content, learning differentiation, and providing learning outcome solutions based on the diversity of student backgrounds including interests, readiness and learning profiles which are used as considerations in designing learning designs (Laos & Suastra, 2023).

Based on the views and relevance of the concepts above, the author concludes that the

harmony of Ki Hadjar Dewantara's philosophical concept with the independent curriculum lies in 3 concepts, namely Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayani". In the concept of Ki Hadjar Dewantara's thinking, it is very clear that education guides the next generation of the nation to be able to develop in accordance with the nature of the times and respect the freedom and independence of children with various supports so that students can be independent. This freedom means giving freedom to students to.

CONCLUSION

Based on the results of the literature review, the author concludes that the Merdeka curriculum reflects a combination of philosophical schools, namely constructivism and the philosophy of Ki Hadjar Dewantara. Each school of philosophy has a different view regarding the context of education, especially in the implementation of the Merdeka curriculum. From the perspective of the constructivism philosophy school, the Merdeka curriculum is an essentialist concept that emphasizes the importance of providing a foundation for intensive personality development and is able to construct learning that focuses on cognitive maturity and provides freedom for students to be able to explore and explore their learning experiences independently. In line with the philosophy of Ki Hadjar Dewantara, the Merdeka curriculum is directed towards liberating students in learning, the importance of educating students according to the nature of their time and in accordance with the meaning of "Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, Tut Wuri Handayani" namely in front as a role model, in the middle as a motivator, and behind as a driver or supporter for students. This educational concept leads to the happiness of students, in the independent curriculum this is internalized in learning such as student-centered learning, implementing learning that adapts to the needs and abilities of students so that they feel appreciated and happy in learning, and teachers play their roles as role models, motivators, and supporters to raise the spirit of students. The constructivism educational philosophy and the philosophy of Ki Hadjar Dewantara are very relevant to the dynamics of the independent curriculum, this is

evident from every view and meaning implied in it.

ACKNOWLEDGMENT

The author would like to thank all parties who have provided support and contributions in completing this research. Especially to our supervising lecturer, Mrs. Dr. Idawati, S.Pd., M.Pd who has provided invaluable direction and guidance throughout the research process. We also thank our friends and family who have always provided encouragement and moral support. Hopefully this research can provide benefits for the development of science in the future.

REFERENCES

- Ainia, D. K. (2020). Independent learning in the view of Ki Hajar Dewantara and its relevance for the development of character education. *Indonesian Journal of Philosophy*, 3(3), 95–101.
- Afrilyanti, Desy Safitri, & Sujarwo (2024). Constructivism Approach in Social Studies Learning. Mutiara: *Indonesian Multidisciplinary Scientific Journal*, 2(2), 55–69.
<https://doi.org/10.61404/jimi.v2i2.198>
- Anggit M. Siddiq, et al., *Literature Review in Journal Articles, Research Report Results*, (Bandung: University of Education, 2020) p. 6
- Arifin, Z. (2019). The Basics of Multicultural-Based Curriculum (The Philosophy of Curriculum Surrounding It). Al-Insiyroh: *Journal of Islamic Studies*, 5(1), 135–154.
<https://doi.org/10.35309/alinsiyroh.v5i1.3401>
- Hadi, Naufal (2021). Constructivism Learning Model in Mathematics to Improve Students' Cognitive Abilities in the Era of Independent Learning, National Seminar on Mathematics Education, 143-152
- Hakiky, N., Nurjanah, S., & Fauziati, E. (2023). Independent Curriculum in the Perspective of Constructivism Philosophy. *Tsaqofah*, 3(2), 194–202.
<https://doi.org/10.58578/tsaqofah.v3i2.887>
- Irawati, D., Masitoh, S., & Nursalim, M. (2022). Ki Hajar Dewantara's Philosophy of Education as the Foundation of Vocational

- Education in the Era of Independent Curriculum. *JUPE: Jurnal Pendidikan Mandala*, 7(4), 1015-1025. <https://dx.doi.org/10.58258/jupe.v7i4.4493>
- Laos, L. E., & Suastra, I. W. (2023). Analysis of the Independent Curriculum Concept from Various Perspectives of Educational Philosophy Schools and the Philosophy of Ki Hajar Dewantara. *Journal on Teacher Education*, 5(2), 501–512.
- Marsela Yulianti, Divana Leli Anggraini, Siti Nurfaizah, & Anjani Putri Belawati Pandiangan. (2022). The Role of Teachers in Developing the Independent Curriculum. *Journal of Education and Social Sciences*, 1(3), 290–298. <https://doi.org/10.58540/jipsi.v1i3.53>
- Rahayuningsih, F. (2022). Internalisasi Filosofi Pendidikan Ki Hajar Dewantara Dalam Mewujudkan Profil Pelajar Pancasila. *SOCIAL : Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.925>
- Rahayuningsih, F. (2022). Internalization of Ki Hajar Dewantara's Educational Philosophy in Realizing the Profile of Pancasila Students. *SOCIAL: Journal of Social Studies Education Innovation*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.925>
- Sarwono, J. (2010). Smart in writing scientific papers - the key to success in scientific writing. Andi Publisher.
- Susilawati, N. (2021). Independent Learning and Independent Campus in the Perspective of Humanist Educational Philosophy. *Sikola Journal: Journal of Educational and Learning Studies*, 2(3), 203–219. <https://doi.org/10.24036/sikola.v2i3.108>
- Tarigan, M., Alvindi., Wiranda, A., Hamdany, S., & Pardamean. (2022). Ki Hajar Dewantara's Educational Philosophy and the Development of Education in Indonesia. *Mahaguru: Journal of Elementary School Teacher Education*, 3(1), 149-159.
- Tjahjopurnomo, R. (2017). *The Struggle of Ki Hajar Dewantara: From Politics to Education*. Jakarta: National Awakening Museum.
- Vhalery, R., Setyastanto, A. M., & Leksono, A. W. (2022). Independent Learning Curriculum Independent Campus: A Literature Review. *Research and Development Journal of Education*, 8(1) 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>
- Kajian Literatur. *Research and Development Journal of Education*, 8(1), 185. <https://doi.org/10.30998/rdje.v8i1.11718>
- Woolfolk, A. (2004). *Educational Psychology*. New York: Pearson