



THE RELEVANCE OF THE EDUCATIONAL CONCEPT OF KI HAJAR DEWANTARA TO THE MERDEKA CURRICULUM

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Abstract:

The progress of the world of education today cannot be separated from the role of figures as the main actors. A figure who has made a major contribution to the advancement of education in Indonesia and earned the title of Father of National Education, namely Ki. Hajar Dewantara, This research is a library research using a content analysis approach. Educational thinking Ki. Hajar Dewantara is relevant to the independent curriculum which is freedom of thought and freedom of innovation. such as learning objectives, which are equally directing educational goals in four dimensions, namely physical, intellectual, spiritual and social goals. Educational goals namely; equally direct educational goals with regard to the individual and society, the role of the educator . according to Ki. Hajar Dewantara as a facilitator and motivator. Meanwhile, according to the independent curriculum, the role of educators is also as a facilitator in learning and as a learning partner for students. Both agreed that there are four competencies that an educator must have, namely pedagogic, personality, social and professional. The learning principles in the independent curriculum are relevant to the learning principles according to Ki. Hajar Dewantara, namely: the principle of independence, the principle of nationality, the principle of culture, the principle of natural nature, the principle of humanity. Furthermore, regarding learning materials, both agree that learning materials are taught according to the developmental level of the age of students.

Keywords: *Educational Concept, Freedom Curriculum*

INTRODUCTION

The name Ki Hadjar Dewantara parallels the name Ahmad Dahlan, Moh. Syafei and other educational figures. Hasbullah mentioned several figures national education with different perspectives and streams. Starting from RA Kartini, Raden Dewi Sartika, Rohana Kudus, Mohammad Syafei, KH Ahmad Dahlan, KH Hasyim Ashari to Ki Hadjar Dewantara. If we conceptualize, we can found the concept of education of nationalism, culture, gender, and education vocational (Hasbullah, 2006).

In Ki Hadjar Dewantara's educational conception can be synthesized with the concept of culture and nationalism. Ki Hadjar Dewantara, Ahmad Dahlan, and Moh. Syafei were used as symbols struggle for education during the colonial period. The educational goals of the three figures looks more pragmatic, namely to fight colonialism with the goal of independence Indonesia. Mohamad Syafei founded *the Indonesisch Nederlandse School* or what better known as the INS Wood Planting School in West Sumatra. Sjafei's goal is educating children to be independent on their own efforts with an independent spirit (Arif, 2009).

Ki Hadjar Dewantara moved pragmatically by establishing the National Onderwijs Instituut Taman Siswa (Taman Siswa National University) on July 3 1922 Taman Siswa National College emphasizes a sense of nationalism to students so that they love the nation and homeland and fight for gain independence. Ki Hadjar Dewantara is

the originator of the motto the education we now use; *ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayani* (be a role model in front, build enthusiasm in the middle, support and supervise from behind (Rahardjo, 2015).

Talking about the conception of education, actually Indonesia has never run out of educational figures from time to time. However, it has been seventy years since Indonesia's independence, it seems that the quality of Indonesian education from the beginning of independence until now has not been maximized. This is influenced by the problems of national education today which are very complex. This complexity is the effect of the development of global life. Therefore, in mapping the problems, it is necessary to look at the perspective of how important the problem is and within what limits we see the problems in the reality of education. The author sees educational problems that are micro in nature, namely educational practices and learning methods. The author does not see the problem at a macro level, such as looking at education in a bureaucratic way.

If we analyze further, Ki Hadjar Dewantara's conception of education is still has relevance in the context of contemporary Indonesian education. Relevant in contextual level of discourse and reality of education in Indonesia today. Even though Ki Hadjar Dewantara lived during the era of the independence movement the beginning of Indonesia's independence, in fact the concepts of education are still alive to this day.

For this reason, in this article the author tries to narrate the relevance of the conception Ki Hadjar Dewantara's education in the independent curriculum. Because the spectrum of educational thought of Ki Hadjar Dewantara is not only questioned his criticism of education during the Dutch colonial period. However, has a broad spectrum and relevance if we look at it in the educational context Today. In this article the author will map the educational position of Ki Hadjar Dewantara who will be a formulation in dissecting educational problems national today.

RESEARCH METHODS

The method used in this research is library research which is supported by relevant reference sources. This study examines primary and secondary sources related to independent learning in the view of Ki Hadjar Dewantara and their relevance to the development of character education.

RESULTS AND DISCUSSION

Freedom Curriculum

The concept of independent learning is a solution in dealing with the development of digital technology or what is currently viral with the term industrial revolution 4.0 which is a policy of the Ministry of Education and Culture (Kemendikbud), namely Nadiem Anwar Makarim as Minister of Education and Culture in The Advanced Indonesia Cabinet, this idea is the answer and the fulfillment of the needs of each individual at this time which can be seen from indicators that are fast, precise and not difficult in various aspects (Tazkirah, 2022).

The Minister of Education and Culture in his speech commemorating National Teacher's Day (Directorate General of Education and Education Personnel, 2019) explained the concept of "Freedom to Learn", which is freedom of thought and freedom of innovation. The main essence of freedom of thought, which is in the educator. Without it happening to educators, it is impossible for students to happen. So far, students study in the classroom, in the coming years students can study outside the classroom or *outing class* so that students can discuss with the teacher not only listening to the teacher's lectures, but encouraging students to be more courageous in appearing in public, smart in socializing, creative, and innovative. Merdeka learning focuses on the freedom to learn independently and creatively. Teachers are also expected to be a driving force to take actions that ultimately provide the best for students, and teachers are expected to prioritize students above their career interests.

So far, the teaching system still relies on teachers lecturing in front of the class, so it often causes boredom. In addition, the education system in Indonesia still relies on

ranking, this will create a gap between smart and mediocre students. It doesn't stop there, sometimes parents also feel burdened if their children don't get a ranking and always do the assignments that students get from their class teacher. The existence of the concept of the free learning movement will encourage the education system in Indonesia to be more enjoyable and students are not burdened with a value system or ranking. It is hoped that the implementation of independent learning can form students who are virtuous, competent, and ready to engage in society according to their fields. The new policy of the Minister of Education and Culture related to independent learning, namely (Kemendikbud, 2019) is as follows: 1) The National Standardized School Examination (USBN) will be replaced by an assessment held by the school, which can be done in the form of a written test or other forms of assessment more comprehensive methods such as portfolios and assignments (group assignments, or written work). So that teachers and schools are more independent in assessing learning outcomes. 2) The National Examination (UN) will be changed to a minimum competency assessment and character survey consisting of aspects of literacy, namely the ability reason about and use language. Numeracy, namely the ability to reason using mathematics. Character, namely for example learners, mutual cooperation, diversity, and bullying. This is done for students who are in the middle of the school level (for example grades 4, 8, 11) thereby encouraging teachers and schools to improve the quality of learning to the next level. 3) Simplification of Learning Implementation Plans (RPP). According to Nadiem Makarim, it is sufficient to make only one page of the RPP. Through administrative simplification, it is hoped that teachers will have more time to prepare and evaluate the learning process. 4) In the acceptance of new students (PPDB), the zoning system is expanded (excluding 3T areas (leading, smallest and lagging). For students who go through the affirmation and achievement pathways, they are given more opportunities from the PPDB system. The local government is given the authority to determine the final proportion and determine the zoning area. Equitable access to and quality of education needs to be accompanied by other initiatives by local governments, such as the redistribution of teachers to schools with a shortage of teachers.

Ki Hadjar Dewantara's View on Education

According to Ki Hadjar Dewantara, education is a guide in the life of growing children, meaning that education guides all the natural forces that exist in these children, so that they as human beings and as members society can achieve the highest safety and happiness (Dewantara, 2009). Education as a guide not only makes a child get a higher and wider intelligence, but also keeps him away from evil deeds (Suparto, 2009). An independent human being is the goal of Ki Hadjar Dewantara's education, independent both physically, mentally and spiritually. Personal freedom is limited by the peaceful order of living together, and this supports attitudes such as harmony, kinship, deliberation, tolerance, togetherness, democracy, responsibility, and discipline (Suparto, 2009).

An independent human being is someone who is able to develop as a whole and in harmony from all aspects of his humanity and who is able to appreciate and respect the humanity of everyone (Suparto, 2009). Ki Hadjar Dewantara's concept of the *among system* says that the *among system* which has a family spirit is based on 2 foundations, namely: first, the nature of nature as a condition for progress as quickly as possible quickly and as well as possible; second, independence as a condition for animating and activating the child's physical and mental strength so that they can have a strong personality and be able to think and act independently.

Ki Hadjar Dewantara proposed several educational concepts to realize the achievement of educational goals, namely the Tri Center Education: (1) family education; Education in the family environment or parents is the holder of an important role important and very influential on the education of their children (PAI, 2016). Family owns a very strong influence on the development of a child's personality due in large part the life of the child is in the midst of the family. To optimize capabilities and personality of the child, parents must foster an educative atmosphere in their family environment as

early as possible. The educational atmosphere in question is parents who are able to create a pattern of life and good social relations in the family since the child is in the womb. (2) education in nature per meaning teacher as school. School is an educational institution that carries out education and teaching coaching on a deliberate, regular and planned basis. Schools are often called formal education, which is carried out regularly, systematically, tiered and divided at certain times from kindergarten to university (Syarbini, 2014). The school environment is an environment that is in direct contact between students and educators and education staff, so that the school can make continuous improvements which will create a conducive environment and affect the quality of learning activities. (3) education in the realm of youth or society. Education outside of school or community including non-formal education, namely education or business that does not have to comply with the provisions that apply to education in schools. Community education is not bound by the rules imposed on formal schools. The scope of community education is very broad, all forms of education organized by community groups or individuals can be called community education. Fundamentally, this component is a phase experienced by humans in their lives (PAI, 2016).

Freedom of Learning in the View of Ki Hadjar Dewantara and Its Relevance

Education can be understood as a guide in the life and development of students, meaning to guide all natural forces that exist in students to achieve the highest safety and happiness both as humans and members of society. Ki Hadjar Dewantara's thoughts regarding independent learning can be seen in his thoughts regarding education that encourages student development, namely education teaches to achieve change and can benefit society. Education is also a means to increase self-confidence, develop the potential that exists within oneself because so far education has only developed aspects of intelligence without being matched by attitudes of character and skills needed in life. Students have a basic soul which is original according to their own nature and has not been influenced by the circumstances of the environment. It can be illustrated that a child who has just been born into the world is like a white paper that has not been crossed out by ink, from this it can be understood that educators may fill in the white paper according to their wishes (Ainia, 2020).

CONCLUSION

Based on the explanation above, it can be concluded that first, independent learning is the right step to achieve an ideal education that is in accordance with current conditions with the aim of preparing a generation that is strong, intelligent, creative, and has character according to the values Indonesian nation. Second, the idea of independent learning has relevance to Ki Hadjar Dewantara's thoughts on education considering aspects of the balance of creativity, taste and intention. Freedom to learn gives freedom to students and teachers to develop their talents and skills because so far education has emphasized more on aspects of knowledge. Third, independent learning is a strategy in developing character education. With independent learning, students are expected to have more practice implementing the values of the Indonesian nation's character in everyday life and the surrounding environment. To achieve education.

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