MERDEKA CURRICULUM AT SDIT IRSYADUL 'IBAD FROM THE PERSPECTIVE OF RECONSTRUCTIONISM PHILOSOPHY

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Abstract

The Independent Curriculum is a development of the K13 curriculum that focuses on developing students' talents, potentials, and interests by digitizing learning with technology. This curriculum begins the Society 5.0 era, where technology dominates. The Independent Curriculum consists of four schools of educational philosophy, each of which has a different way of building a curriculum. One of them is the Reconstructionist philosophy. To find out what dominates the philosophy of education, the development of the independent curriculum must be reviewed from a Reconstructionist perspective. This will make it possible to determine the basis of the curriculum and its results. A qualitative method was used in this study. The primary source of this study came from scientific literature, while secondary sources came from supporting sources such as essays, papers, and interview results with teachers. The results of the study show that reconstructionism is

an important component in changing the SDIT Irsyadul Ibad curriculum to the Independent Curriculum.

Keyword: Independent Curriculum, Philosophy Of Education, Reconstructionism.

INTRODUCTION

Education is very important for building a smart, critical, independent, and competitive society worldwide. Along with the challenges of the times faced in the era leading to the 5.0 industrial revolution, curriculum reform is the first step towards educational transformation. The curriculum in Indonesia has undergone many changes, both in terms of ideas and implementation. (Nikma & Rozak, 2023a). It started with the 2013 Curriculum, which prioritized student learning, followed by the Revised 2013 Edition, and finally, the independent curriculum was developed. In 2019, when Nadiem Makarim served as the Minister of Education, Culture, Research, and Technology, he conducted a revision and review of the curriculum in Indonesia. (Nikma & Rozak, 2023b). Nadiem established the Merdeka Curriculum as a result of analyzing several issues occurring in education regarding the patterns and goals to be achieved. This curriculum is expected to innovate in the approach to the Pancasila student profile beyond just administratively. Before the development of the K13 curriculum into the Merdeka Curriculum, several foundations were used to build the curriculum. This foundation includes objectives, content, learning activities, and evaluation components. The four domains must be based on philosophical, psychological, sociological, and information and communication technology foundations. (IPTEK). In the 21st century, education must be more sophisticated and accessible to everyone. One of them is realizing the "Industry 5.0 Revolution" in the digital era. (Maksum, 2021a). Thus, information technology is currently developing rapidly, especially in Indonesia. Significant progress is beginning to occur in the field of information technology, and the field of education is starting to reap its benefits. Currently, education has entered the 5.0 era, where technology is crucial. The world of education is facing the demands of the 5.0 era, and the digitalization of education is necessary to provide learning that is in line with the context of 21st-century learning. The teacher-centered paradigm is currently considered irrelevant in the learning process because it is seen as outdated.

As technology advances, the types of learning materials used are becoming increasingly diverse. Initially, learning materials consisted only of conventional media, but now they are more complex thanks to devices that can produce audio-visual content, such as personal computers, laptops, and notebooks. For the presentation, you can use other interactive media besides images. Teachers as educators must be able to keep up with current developments for the progress of a country, especially in the field of education. This shows that teachers must develop skills to be ready to face the 5.0 Education Era because they are leaders in the world of education.

The Merdeka Curriculum is an evolution of the K13 curriculum that emphasizes the development of students' talents, potential, and skills, as well as the utilization of technology and digitalization in learning to create innovative and creative students who are competitive globally. (Vhalery et al., 2022). To adapt to the current societal developments, the implementation of an independent curriculum is necessary due to the rapid use of the internet in this era. To create creative human resources who can connect the knowledge they have learned with the social life of the community, the Ministry of Education and Culture of the Republic of Indonesia desires an improvement in the quality of education. Through the development of a curriculum focused on character building for students, this step becomes the foundation for facing various social dynamics that will emerge in the Society 5.0 era. The independent curriculum is based on the philosophy of curriculum design. Brameld's educational theories are divided into four: perennialism, essentialism, progressivism, and reconstructionism. The philosophy of education serves as the foundation for educational policies and practices in various countries around the world. (Pratama & Nursikin, 2024a). Social reconstructionism, one of the many currents in the evolving philosophy of education, plays an important role in shaping the modern educational paradigm. (Hafidh et al., 2023a). Although these streams have different points of convergence, both have a significant influence on the development of educational theory and practice. Social reconstructionism emerged in response to social and economic crises and believes that education is a tool that can be used to achieve progressive social change. This stream emphasizes the importance of education in preparing students to build a more just and democratic society.

In education, the philosophical movement known as reconstructionism aims to replace outdated cultural life structures with more modern ones. About the most important and noble goals of human existence, reconstruction seeks to create the broadest possible context. To achieve this, reconstructionism seeks human consensus to regulate human existence within a single order and throughout its environment. (Mutaqin & Iryana, 2018). Therefore, reconstructionism argues that to create a new framework for cultural life, educational institutions and processes must renovate outdated systems and techniques. To achieve this main goal, human cooperation is also necessary. This reconstructionism movement is closely related to the development of learning technology in schools. Learning technology is always changing because learning is based on the creativity of teachers and the demands of the times to become more modern. Every time, the education system is adjusted to meet the goals.

The purpose of this research is to study the independent curriculum that enables students at one of the best schools in Pandeglang Banten, SDIT Irsyadul Ibad, to achieve academic excellence. Education practitioners, policymakers, and researchers need to have a broader understanding of the reconstructionism movement so that they can develop and maintain more efficient and relevant educational approaches in the modern era to ensure that student achievements persist and continue.

METHODS

This research uses qualitative research methods, where the literature review is used as a reference point. (Assyakurrohim et al., 2022). The data needed from sources such as books, encyclopedias, journals, and other scientific materials found in the library can be used to conduct this research. The focus of this research is to find definitions, ideas, features, and a deeper description of natural phenomena. This shows the qualitative aspect of this research. This research examines and presents facts about real subjects through a systematic and comprehensive approach. The use of secondary data involves information that is collected indirectly through intermediary channels or created by external sources. On the other hand, reconstructionism is the underlying educational philosophy emphasized in this research. Secondary data for this research comes from various library materials, including supporting books, newspapers, and relevant scientific literature.

RESULT AND DISCUSSION

Educational philosophy

Philosophical experts have developed various theories on moral education. This philosophical study of value education is divided into five categories based on discussions with teachers and the reasons why it is relevant in the field. These categories are:

1. Inculcation Approach

The method known as the value inculcation approach emphasizes the importance of teaching social values to students. The main goal of this value education consists of two main components, according to Superka. First, it encourages students to adopt certain social values; second, it changes the values held by students that do not align with the desired social values. Role-playing, simulation, positive and negative reinforcement, and attention are some techniques used in education using this approach. This method is known as the conventional method. This method has been discussed in many Western literary works. (Mazumdar, 2021).

2. Cognitive Moral Development Approach

The method known as the value inculcation approach emphasizes the importance of teaching social values to students. The main goal of this value education consists of two main components, according to Superka. First, it encourages students to adopt certain social values; second, it changes the values held by students that do not align with the desired social values. Role-playing, simulation, positive and negative reinforcement, and attention are some techniques used in education using this approach. This method is known as the conventional method. This method has been discussed in many Western literary works. (Tembang et al., 2017) Second, it is recommended to encourage students to participate in discussions about the reasons they choose their values and their attitudes toward moral dilemmas. (Puspitasari et al., 2023). By using a group discourse approach, the delivery of values based on this methodology is grounded in ethical confusion. Three main criteria are used to regulate discourse. At first, this

helps students achieve a high level of moral contemplation. Second, the emergence of issues related to values in daily life, which includes situations from the real world and theoretical. Third, creating an atmosphere that allows for productive discussions. Presenting a narrative that contains a dilemma is the first step of discourse. (Martin, 2023). Students are asked to ensure the appropriate actions for the individuals involved and why they are doing it. Students are also asked to discuss these reasons with their classmates.

3. Values Analysis Approach)

The value analysis method examines issues related to societal values to enhance student's ability to think logically. (Pratama & Nursikin, 2024b). The value analysis approach emphasizes discussions about issues related to social values, while the cognitive development approach focuses on individualistic moral dilemmas. This method has two main objectives that form the framework of moral education. The first goal of this program is to enhance student's ability to dissect social issues related to certain moral principles using logical reasoning and scientific breakthroughs. The second goal is to improve students' ability to use rational and analytical cognitive processes to build relationships and formulate ideologies relevant to their values. Additionally, common educational approaches include conducting field investigations, library-based research, individual or collaborative research on social issues related to moral principles, and participating in class discussions based on logical reasoning. (Wang & Zuo, 2023).

4. Values Clarification Approach

The value clarification approach emphasizes efforts to help students assess their own emotions and behaviors to enhance their recognition of their values. The educational goals of values described by this approach vary. This first allows students to recognize and differentiate their values from those of others; second, it helps them express themselves honestly and sincerely according to their values; and finally, it helps them understand their feelings, values, and behavioral tendencies by working together using logical reasoning and emotional awareness. The value clarification approach emphasizes efforts to help students assess their own emotions and behaviors to enhance their recognition of their values. The educational goals of values described by this approach vary. This first allows students to recognize and differentiate their values from those of others; second, it helps them express themselves honestly and sincerely according to their values; and finally, it helps them understand their feelings, values, and behavioral tendencies by working together using logical reasoning and emotional awareness. (Shodiq, 2017).

5. Pendekatan Pembelajaran Berbuat (Action Learning Approach).

Facilitating students to engage in ethical actions, both individually and in groups, is the main focus of the action-learning approach. (Dalmeri, 2014) This framework is based on two main objectives of moral education. This primarily allows students to engage in ethical actions, either independently or collaboratively, guided by their personal beliefs. Second, this encourages them to see themselves as autonomous

individuals and members of a community connected to others; they do not have absolute autonomy, but rather as constituents of a community with the responsibility to participate in the democratic system. (Maksum, 2021b). Five methodologies will serve as the basis for further discussions. These five methodologies are considered suitable for implementation in ethics education in Indonesia, after being reviewed and explained regarding their categories.

Reconstructionism Movement

Social reconstructionism, exemplified by figures such as Harold Rugg, George Counts, and Theodore Brameld, emphasizes the relationship between the educational curriculum and the economic, political, and social development of a community. (Hafidh et al., 2023b). Those who participate in the reconstructionist perspective belong to a group that focuses on long-term goals. Additionally, this is the foundation of the Reconstructionist ideology related to the world, society, and the education system.

1. View on the World and Education

Social reconstructionism differs from conservatism. Reconstructionism acknowledges that the world and human ethics have degraded in various ways, which means that the social framework must be restructured to lead a democratic, emancipatory, and just life. (Mubin, 2018). A reform of the education system is necessary to improve the inadequate conditions that support a single faction. Reconstructionist supporters believe that a good education can enhance human ethics. Emphasis is placed on education that raises public awareness and supports human rights. Reconstructionists find a strong correlation between the resilience of modern individuals and modern society. Individuals must take on the role of social architects, understand the trajectory of transformation, and actively leverage scientific and technological advancements to achieve their goals if they want to ensure the continuity of humanity and promote the emergence of more satisfying societal structures. (Yusuf et al., 2023). According to reconstructionists, every social advancement comes from life experiences. Education is the main way to prevent social change or transformation. Education plays an important role in enhancing: (1) awareness of biases in cultural heritage; (2) commitment to efforts for fair social reform; (3) the desire to build a skilled strategic mindset that directs the trajectory of cultural re-evaluation; and (4) the evaluation of cultural strategies used in various efforts to achieve social change. (Qomariyah, 2017).

2. Views on Educators, Learners, and Curriculum

Social reconstructionism and conservatism are different. Because reconstructionism acknowledges that the world and human ethics have been shattered in various ways, the social framework must be rebuilt to live a just, democratic, and emancipatory life. (Amin Putri & M Yunus Abu Bakar, 2023). To improve the inadequate conditions that support a single faction, the education system must be changed. Supporters of reconstructionism believe that human morality can be improved through good education. Emphasis is placed on education, which raises public awareness about human rights and helps them to do so. Reconstructionists found that

there is a strong relationship between individual resilience in the modern era and society. (Pujawardani et al., 2023). If they want to ensure the survival of humanity and promote the emergence of more satisfying societal structures, everyone must take on the role of social architects, understand the trajectory of transformation, and actively leverage scientific and technological advancements to achieve their goals. Reconstructionists argue that life experience is the source of all social progress. One of the main ways to prevent social change or transformation is education. (Undari & Desyandri, 2022). Education is very important for improving (Rois et al., 2024): (1) awareness of bias in cultural heritage; (2) commitment to fair social reform; (3) desire to build a skilled strategic mindset that directs the trajectory of cultural re-evaluation; and (4) evaluation of cultural approaches used in various efforts to achieve social change.

3.   The Reconstructionist Perspective on the Merdeka Curriculum at SDIT Irsyadul Ibad

The independent curriculum itself combines the thoughts of Ki Hadjar Dewantara with various streams of progressivism, constructivism, and humanism. The active role of students, creativity, freedom of thought, and character development are priorities in this curriculum. In addition, there are several perspectives on reconceptualism and globalism. Reconstructionism expects changes towards a more modern direction, encourages students and teachers to become agents of social change, and is closely related to the development of learning media in schools. Among other things that occur in the program at SDIT Irsyadul Ibad is that education is an important part of efforts to reconstruct the social order. Reconstructionism seeks to overhaul the old order by building a modern cultural order of life. Reconstructionism encourages teachers and students to become agents of social change.

CONCLUSION

The progressive movement has many branches, one of which is reconstructionism. The assumption that progressives only focus on current societal issues is the foundation of this movement. According to this stream, the future of the nation must be led democratically by the people, not by a specific group. Democracy should not only be a theory; it must become a reality so that technology can enhance the health, well-being, prosperity, and security of society without distinguishing between race, ethnicity, nationalism, religion (belief), or community.

Human values are prioritized in reconstructionism, which seeks to create a new and dominant social order. This is a tendency that desires a new collective way of life. By considering education as the main focus in creating a different way of life. According to him, schools must have the ability to face problems and provide solutions, which can only be achieved through education and together with the global community. To achieve the expected educational goals, the independent curriculum still needs improvement and a reorganization of its development strategy.

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