

FREEDOM OF LEARNING (KURIKULUM MERDEKA) IN THE VIEW KI HADJAR DEWANTARA AND RELEVANCE TO THE CHARACTER EDUCATION

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Abstract

Freedom to learn is an idea that liberates teachers and students in determine the learning system. The purpose of independent learning is to create education which is fun for students and teachers because so far education in Indonesia is more emphasizes the knowledge aspect rather than the skill aspect. Free to learn too emphasizing on aspects of character development in accordance with the values of the nation Indonesia. Ki Hadjar Dewantara views education as a driver for development students, namely education teaches to achieve change and benefit for students surrounding environment. Freedom to learn is a form of implementation of values shaping the nation's character begins with improving the education system and methods study. It is hoped that independent learning can provide changes for the better and provide benefits to the environment. There are 3 data collection techniques, namely: editing, organizing and finding. After all the data has been collected, the next step is for the author to analyze the data so that a conclusion can be drawn. To obtain correct and precise results in analyzing data, the author uses content analysis techniques. Content analysis is research that is an in-depth discussion of the content of written or printed information in the mass media. Content analysis can be used to analyze all forms of communication, whether newspapers, radio news, television advertisements or all other documentary materials. Meanwhile, in relation to the discussion, it is one of the author's efforts to facilitate understanding by analyzing the truth through the opinions of scholars which are then used as research references. In literature study research, populations and samples are not used, but the literature or journals analyzed are international journals and national journals.

Keywords : Character building; Freedom to Learn; Ki Hadjar Dewantara

INTRODUCTION

Education has a goal to create a generation that is smart and has character virtuous. Not only that, education also encourages change for the better from generation to generation. Through education, it is expected to give birth to innovative things, creative and create a generation capable of bringing about change. Education in Indonesia also received special attention because in the Preamble to the 1945 Constitution explicitly stated that educating the nation's life is part of the responsibility country. The government has also allocated funds for quality improvement facilities education in Indonesia, there are many scholarships for underprivileged and outstanding students, scholarships for

educators and even scholarships to continue their studies up to doctoral level, both domestically or abroad. The many opportunities to achieve higher education encourage educators and students to get excited about it. On the other hand, Indonesia also has resources there are very many people, but the uneven distribution of education in Indonesia causes the occurrence of educational inequalities which will have an impact on social inequalities. Through education, it is hoped that students can have an impact on themselves and others surrounding (Wiryopranoto et al. 2017).

The development of national culture so that the Indonesian nation is a nation with personality, a nation with character,

and has a national identity is a manifestation of the cultural orientation of education (Aini 2009). One of the central figures in education, namely the teacher who is the the main person in conveying material to students, so teachers are also required to master subject matter. Not long ago, Minister of Education and Culture Nadiem Makarim launched the "Freedom of Learning" movement, namely independence in thinking. independent goal learning is so that teachers, students and parents can get a comfortable atmosphere fun (Ainia 2020).

It is hoped that from independent learning, teachers and students can independent in thinking so that this can be implemented in teacher innovation in convey material to students, not only that students are also facilitated in being independent learning because students are facilitated in innovation and creativity in learning. In line with the concept of independent learning which was initiated by the Minister of Education and Culture, the Indonesian people also have figures pioneer of education, namely Ki Hadjar Dewantara who we often know as the father of education through his ideas and thoughts, education in Indonesia has become more focused and has clearer foundation (Mudana 2019).

One of the goals of education in Indonesia is the formation of an intelligent generation and character. However, this has not been balanced with the right education system. so that currently there are still many problems such as bullying and violence in the world of education, even cheating also occurs in the world of education. These problems are a shared responsibility, so enthusiasm is needed awareness of the importance of education (Lickona 2018).

Ki Hadjar Dewantara has a concept of education that is based on principles independence which means that humans are given freedom from God Almighty to regulate their lives by remaining in line with the rules that exist in society.

Students must have an independent spirit in the sense of being independent physically and spiritually as well as their energy. An independent spirit is needed throughout the ages so that the Indonesian nation is not dictated by other countries. Ki Hadjar Dewantara has the term among system, which prohibits punishment and coercion on students because it will kill the free spirit and kill it creativity (Suparlan 2016). Departing from these problems, the author tries to analyze the problems that occur using Ki Hadjar's point of view Council. There are several important descriptions in this study, namely 1) understanding of the concept independent study; 2) Ki Hadjar Dewantara's views on education; and 3) analysis Ki Hadjar Dewantara's view of independent learning and its relevance in character education development. This research is expected to provide understanding regarding independent learning in the view of Ki Hadjar Dewantara and its relevance to development of character education in Indonesia (Wiryopranoto et al. 2017).

RESEARCH METHOD

The method used in this research is a supported literature study with relevant reference sources. This study examines primary library sources and Secondary education is related to independent learning in Ki Hadjar Dewantara's view as well as its relevance to the development of character education. There are 3 data collection techniques, namely: editing, organizing and finding. After all the data has been collected, the next step is for the author to analyze the data so that a conclusion can be drawn. To obtain correct and precise results in analyzing data, the author uses content analysis techniques. Content analysis is research that is an in-depth discussion of the content of written or printed information in the mass media. Content analysis can be used to analyze all forms of communication, whether newspapers, radio news, television advertisements or all other documentary materials. Meanwhile, in relation to the

discussion, it is one of the author's efforts to facilitate understanding by analyzing the truth through the opinions of scholars which are then used as research references. In literature study research, populations and samples are not used, but the literature or journals analyzed are international journals and national journals.

RESULT AND DISCUSSION

A. Free Learning Description

The Minister of Education and Culture in his speech commemorated National Teacher's Day (Volkers 2019), explains the concept of "Freedom Learning", which is freedom of thought and freedom of innovation. Main essence freedom of thought, which is in the educator. Without happening to educators, then no it might happen to students. During this time, students learn 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 lectures from teachers, but encouraging students to be braver appear in public, socially smart, creative, and innovative. Freedom learn to focus on the freedom to learn independently and creatively. Teachers are also expected to be driving force to take actions that ultimately provide the best for students, as well as teachers are expected to prioritize students above their career interests (Volkers 2019).

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 is still relying on rankings, it will create a distance between students who are smart and which is normal. It doesn't stop there, sometimes parents also feel burdened if their children get no ranking. The existence of the concept of the free learning movement will encourage this the education system in Indonesia is becoming more enjoyable and students are not burdened with rating or ranking system. Hope with the implementation of independent learning can forming students

who are virtuous, competent, and ready to enter the appropriate society with the field. The new policy of the Minister of Education and Culture related to independent learning, namely as follows (Kemendikbudristek 2022).

The National Standardized School Examination (USBN) will be replaced by an assessment that organized by the school, can be done in the form of a written test or form exam other more comprehensive assessments such as portfolios and assignments (group assignments, or papers. So that teachers and schools are more independent in assessing learning outcomes. The National Examination (UN) will be changed to a minimum competency assessment and survey character which consists of aspects of literacy, namely the ability to reason about and use language. Numeracy, namely the ability to reason using mathematics. Character, that is for example learning, mutual cooperation, diversity, and bullying. It is done for students who are in the middle of the school level (eg grades 4, 8, 11) so encourage teachers and schools to improve the quality of learning to the next level. The system refers to good practices at the international level such as PISA and TIMSS.

Simplification of Learning Implementation Plans (RPP). According to Nadiem Makarim, It is enough to make only one page of RPP. Through administrative simplification, teachers are expected have more time to prepare and evaluate the learning process. In the acceptance of new students (PPDB), the zoning system is expanded (not including 3T area. For students who go through the affirmation and achievement pathways, they are given opportunities which is more than the PPDB system. Local government is given the authority to determining the final proportions and establishing zoning areas. Equitable access and quality education needs to be accompanied by other initiatives by local governments,

such as redistribution teachers to schools that lack teachers. B. Ki Hadjar Dewantara's View on Education Ki Hadjar Dewantara has the name Soewardi Soerjaningrat born in Yogyakarta on 2 May 1889. He is the fourth son of the couple RM Soerjaningrat and son of Empress Sri Paku Alam III. His mother was a royal princess, heir to Kadilangu, who was descendants of Sunan Kalijaga (Yanuarti 2017). Ki Hadjar Dewantara during his childhood and when he was young he had the name Raden Mas Suwardi Suryaningrat, but after his period exile in the Netherlands his national title was not used. It marks unite with the people who are fighting for. He was a politician and the peak of his career as a journalist when he wrote "Als ik eens Nederlander was" is a well-known treatise containing satire for the Dutch East Indies government (Ainia 2020).

Ki Hadjar Dewantara was determined to spread his passion for education to young generation. Efforts to educate young people are the main requirement in free themselves from the clutches of the invaders. Education based on national culture can avoid stupidity. Education that existed during the colonial period was not educate, but educate people to depend on fate and be passive. The desire for independence must begin by preparing free sons of the earth, independent and hard worker. So that the younger generation must be prepared so that one day they become an independent nation, aware of independence, so that independence belongs to people who are educated and have an independent spirit (Zuriatin, Nurhasanah, and Nurlaila 2021). For Ki Hadjar Dewantara, education provides encouragement to development of students, namely education teaches to achieve a change and can be useful in society. In this case, students are expected to be able to provide benefits for the family environment, the neighborhood or for wide community. In addition, education is also expected to provide an

increase in taste confident, develop the potential that exists within themselves because so far education has only considered as a means to develop aspects of intelligence, but not balanced with intelligence in behavior and with skills. On the other hand, the teacher as Central figures in the world of education are also expected to prioritize students above interests personal. According to Ki Hadjar Dewantara, a teacher is also expected to be able to develop methods that are in accordance with the teaching and education system, namely the among method, namely teaching and educational methods based on compassion, sharpening, and fostering. Teacher are expected to have skills in teaching, have advantages in relating to students as well as with community members in schools, and teachers must also able to communicate with parents of students and have a professional attitude in carry out their duties.

An educator is also expected to be able to educate students by holding the motto of Ki Hadjar Dewantara namely, *ing ngarsa sung tuladha* (give an example in advance), *ing madya mangun karsa* (in the middle of building ideals), *tut wuri handayani* (following and support it) (Rahmawati 2020). The most important thing in educating, namely existence the same understanding between teachers and educators, so that educating is "humanization", ie educating is a process of humanizing humans, with the existence of an education system expected to be able to raise the degree of life towards better changes (Sugiarta et al. 2019). Apart from this, Ki Hadjar Dewantara has two views on education. first, *tri education center*, which says that the education received by the participants learning occurs in three scopes, namely: the family environment, the college environment, and community environment. Third, the environment has a deep educative influence the formation of the personality of students. Second, the among system, which is an education

system who have a family spirit rooted in the nature of nature and independence. Among system according the way it is enforced is called the "Tut Wuri Handayani" system (Wiryo Pranoto et al. 2017).

The three educational centers will give birth to future leaders of the nation with character *ing ngarsa sung tuladha* (upfront giving an example), *ing madya mangun karsa* (in the middle building ideals), and *tut wuri handayani* (following and supporting them). Ki Hadjar Dewantara idealizes future leaders who have a strong character and self-discipline and benefit the environment around him. Leader with three these characters, if they become future leaders will hold fast to their mandate and not abuse power. This is needed by the Indonesian people because so far, many leaders in this country have abused power for their own interests personal or group.

School management is currently not enough to face the industrial era 4.0, so education management that is inspired by the thoughts of Ki Hadjar Dewantara needs to be explored. School management in Indonesia has remained relatively unchanged since the beginning of independence (a colonial legacy). Ki Hadjar Dewantara has a concept of education based on the principle of independence which means that humans are given freedom from God Almighty to regulate their lives by staying in line with the rules that exist in society. The purpose of education is the perfection of human life so that it can fulfill all physical and spiritual needs obtained from the nature of nature. Educational meaning according to Ki Hadjar Dewantara, namely getting physical and spiritual progress. First, about the purpose of education is mentioned about satisfaction or inner and outer peace, or it can also be translated as happy, or *rahayu*, which is the condition of a person in a happy state in inner life, so it can be understood if education is the way to get

freedom of soul (Triwiyanto, Suyanto, and Prasajo 2019).

According to Ki Hadjar Dewantara, education is a one of the main efforts to provide spiritual values that exist in the lives of the people who live cultured to each new generation (submission of culture), not only in the form of "maintenance" but also with the intention of "promoting" and "developing" culture, towards the whole of human life. Culture what is meant is the culture of the nation itself starting from Taman Indria, children are taught making handicrafts, for example: hats (*makuto*), puppets, diamond wrappers, or other things decorative items made of grass or sticks, flowers and so on. It is meant so that children do not live separately from the community (Zuriatin, Nurhasanah, and Nurlaila 2021).

In line with this, Ki Hadjar Dewantara also revealed about the notion of education which generally means efforts to advance the growth of mind character (inner strength and character), mind (intellect), and child's body; in the sense of garden Students should not be separated into parts so that we can promote perfection life, namely the life and livelihood of the children we educate in harmony with their world" (Mudana 2019). Education referred to by Ki Hadjar Dewantara, namely considering the balance of creativity, taste, and intention not only as a process transfer of knowledge but at the same time the process of value transformation. So in other words, Education is expected to be able to shape human character to become a complete human being. In other cases, the character has a simple term in character education, the word character comes from the English character which means character. Ki Hadjar Dewantara has thought far and wide in terms of character education, sharpening intelligence is really good because it can build good character and strong, so as to realize the personality (*persoonlijkheid*) and character (soul based on mystic law). If that happens,

people will always able to overcome the passions and the original characters, such as cruel, wrathful, grumpy, miserly, loud, and others (Mudana 2019).

Ki Hadjar Dewantara has an educational development strategy including first, the view of an independent soul that must be instilled in the next generation because only those with free spirit can continue the struggle and defend independence of the Indonesian nation so that national education and education are needed independence for children to fight for national independence, namely independence individually physically and mentally (Mudana 2019). It can be understood that being independent means being able to and strong to stand alone. Second, education is an attempt to provide all mysticism, which is in the life of the cultured people to every enlightenment culture, not only maintaining but also promoting and developing culture towards the nobility of human life. Third, education is a means of achieving renewal, so it must be understood that all the interests of students regarding personal and community interests should not be leaving interests related to the nature of natural conditions and times. In carrying out sublime teaching, there is a natural nature in it, To know the nature of nature, a person needs to have a clean mind, that is, a good attitude found in thinking, subtlety of taste, and the strength of will or the balance between creativity taste, and intention (Triwiyanto, Suyanto, and Prasojo 2019).

Education can be understood as a guide in life and growth students, meaning to guide all natural forces that exist in students to achieve the highest safety and happiness both as human beings and community members. Ki Hadjar Dewantara's thoughts on independence learning can be seen in his thinking about education that encourages student development, namely education teaches to achieve change and can beneficial for the community. Education is also a means to

increase self-confidence, develop the potential that exists within oneself because so far Education only develops aspects of intelligence without being balanced with behavioral attitudes character and skills needed in life. Students have a basis a soul where the original state is according to its own nature and has not been influenced by circumstances from the environment. It can be illustrated that a child who has just been born into the world is like a white paper which have not been crossed out by ink, from here it can be understood that educators may fill in white paper according to his wishes, Freedom to learn is the idea (Triwiyanto, Suyanto, and Prasojo 2019).

Ki Hajar Dewantara's educational theory adheres to some basic foundations of the philosophy of pragmatism and the theory of progressive education. From the two basic foundations, it will be linked to communication theory which is adapted from Osgood and Schraam's Circular theory. So, find the concept of communication of freedom of learning in the era of technological development. The Minister of Education and Culture is in line with Ki Hadjar Dewantara's thoughts regarding education that should be held in Indonesia. The essence of independence learning, namely freedom of thought aimed at students and teachers, thus encouraging an independent spirit character is formed because students and teachers can explore knowledge from environment, which so far students and teachers learn based on material from books or modules. If this freedom of learning is applied to the education system in Indonesia, it will work form students with character because they are accustomed to learning and developing knowledge based on what is in their environment. Freedom to learn this will encourage the formation of an attitude of concern for the environment because students learn directly on the field, thus pushing him to be more confident, skilled, and easy to adapt to the social

environment. These attitudes are important developed because to be a person who is beneficial to the environment is needed caring, skilled and adaptive attitude wherever they are (Faliyandra 2020).

The Minister of Education and Culture has launched four new policies on independent learning, including: first, the national standardized school examination was replaced with an assessment held by the party school, so that teachers have freedom in assessing students. Second, the national exam was changed be an assessment of the minimum competition survey covering (character, numeracy and literacy). Third, simplification of the lesson plan system, so that teachers can focus more on students. Fourth, acceptance of new students (PPDB), the zoning system is expanded so that it can be even access to education (Kemendikbudristek 2022).

The policy is in line with what has become the ideals of Ki Hadjar Dewantara namely in education to consider copyright balance, taste and taste. Previously, national exams were always a concern for students and teachers and parents because if you can't do the national exam, you are threatened with not passing schools, so that answer keys appear which are sold at various prices complete with question code. In the latest policy, independent learning students and teachers are not mess around with national exams, but schools can make assessments of students according to criteria. The first assessment is in the form of a character survey which includes knowledge of diversity, mutual cooperation, students will be motivated to care towards the surrounding environment and practice Pancasila values in life daily. Second, a literacy survey in the form of ways of reasoning and using language encourage students to reason and understand using good Indonesian and right. Third, a numeracy survey in the form of understanding mathematics, students are encouraged to critical thinking in problem solving. These attitudes are

relevant to Ki's thinking Hadjar Dewantara regarding the Tricenter of education received by students occurs in three scopes, namely: family environment, college environment, and environment Public (Kemendikbudristek 2022).

The three environments have an educative influence in the formation student personality. The independent learning policy was initiated by the Minister of Education and Culture has relevance to the development of character education. During this time more education emphasizes the knowledge aspect, so that the character and skill aspects are lacking touched. To develop character education, a strategy is needed, according to Ki Hadjar Dewantara among others, namely first, education is a cultural process for encourage students to have an independent and independent spirit. Second, shape the character of students so that national spirit, but open themselves to international developments. Third, build individual students to have a pioneer-pioneer spirit. Fourth, educating means developing potential or talent that is the natural nature of each student (Wiryopranoto et al. 2017), such attitude must be developed in the world of education in order to form a generation that is intelligent, has a soul national and noble. The future of the Indonesian nation is determined by the current generation, so it takes awareness and cooperation between students, teachers and parents in create a superior generation (Wiryopranoto et al. 2017).

CONCLUSION

Based on the explanation above, it can be concluded that first, independence Learning is the right step to achieve the ideal education that is appropriate with the current conditions with the aim of preparing a generation that is tough, intelligent, creative, and has character in accordance with the values of the Indonesian nation. Second, ideas independent learning has relevance to Ki Hadjar Dewantara's thoughts on education

considering the aspects of balance of creativity, taste, and intention. Freedom learn to give freedom for students and teachers to develop talents and skills that exist within because so far education has emphasized more on aspects of knowledge. Third, independence learning is one strategy in the development of character education. With independent learning, students are expected to practice more in implementing the values of the nation's character Indonesia in everyday life and the surrounding environment. To achieve education which is ideal and in accordance with the values of the Indonesian nation is the responsibility and shared awareness.

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