

## Implementasi Kurikulum Merdeka dalam Perspektif Filsafat Pendidikan

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### Abstrak

Penerapan Kurikulum Merdeka Belajar (MLC) di Indonesia telah menjadi topik perbincangan di kalangan pendidik dan pengambil kebijakan. MLC merupakan kurikulum baru yang memberikan kebebasan lebih bagi sekolah untuk mengembangkan kurikulumnya sendiri. Pergeseran kebijakan pendidikan ini dipengaruhi oleh sejumlah perspektif filosofis, termasuk progresivisme, konstruktivisme, dan eksistensialisme. Dalam tulisan ini, kami mengkaji implementasi MLC dari perspektif filosofis. Kami berpendapat bahwa MLC selaras dengan prinsip-prinsip progresivisme, konstruktivisme, dan eksistensialisme. Kami juga membahas tantangan dan peluang penerapan MLC di Indonesia.

**Kata Kunci:** Kurikulum Merdeka Belajar, Filosofi pendidikan, Tujuan pendidikan, Hakikat ilmu, Peran peserta didik

### Abstract

*The implementation of the Merdeka Learning Curriculum (MLC) in Indonesia has been a topic of discussion among educators and policymakers. The MLC is a new curriculum that gives schools more freedom to develop their own curriculum. This shift in educational policy has been influenced by a number of philosophical perspectives, including progressivism, constructivism, and existentialism. In this paper, we examine the implementation of the MLC from a philosophical perspective. We argue that the MLC is aligned with the principles of progressivism, constructivism, and existentialism. We also discuss the challenges and opportunities of implementing the MLC in Indonesia.*

**Keywords:** *Merdeka Belajar Curriculum, Educational philosophy, Purpose of education, Nature of knowledge, Role of the learner*

### Introduction

Educational philosophy is the study of the nature, purpose, and value of education. It provides a framework for understanding and evaluating educational practices. The Merdeka Belajar curriculum is a new curriculum that gives schools the freedom to develop their own curriculum. This article explores the implementation of the Merdeka Belajar curriculum from the perspective of educational philosophy. Educational philosophy is important because it provides a foundation for educational decision-making. It helps educators to understand the goals of education and to develop curriculum and teaching methods that are aligned with those goals. In the case of the Merdeka Belajar curriculum, educational philosophy can help educators to understand the underlying principles of the curriculum and to implement it in a way that is consistent with those principles.

The Merdeka Belajar curriculum represents a bold shift in Indonesian education, prioritizing student-centered learning, flexibility, and local relevance. Imagine classrooms where students aren't passive recipients of knowledge, but active explorers driven by their own interests. Teachers become facilitators, guiding students along personalized learning paths tailored to their strengths and needs. School walls no longer confine learning. The curriculum empowers schools to craft unique frameworks that resonate with their communities. Local contexts inform the subjects taught, the projects undertaken, and the skills honed. Imagine mountainous villages delving into sustainable agriculture, coastal towns exploring marine ecosystems, and metropolitan schools tackling urban challenges – all within the Merdeka Belajar framework.

This flexibility empowers educators to ditch one-size-fits-all approaches and foster diverse learning environments. Imagine classrooms buzzing with project-based learning, internships, and collaborations with local experts. Each student's journey is unique, shaped by their passions, talents, and aspirations. The Merdeka Belajar curriculum paves the way for a future where education doesn't just happen to students, but where it truly sets them free.

Educational philosophy can help educators to implement the Merdeka Belajar curriculum in a way that is consistent with these principles. For example, the principle of student-centered learning is aligned with the educational philosophy of progressive education. Progressive education emphasizes the importance of student-centered learning and the use of active learning methods. The principle of flexibility is aligned with the educational philosophy of constructivism. Constructivism emphasizes the importance of student-centered learning and the construction of knowledge by the learner. The principle of local relevance is aligned with the educational philosophy of culturally responsive pedagogy. Culturally responsive pedagogy emphasizes the importance of meeting the needs of students from diverse cultures.

## Research Methods

The Merdeka Learning Curriculum (MLC) marks a bold shift in educational philosophy, breathing new life into Indonesian classrooms. Unlike its rigid predecessors, MLC embraces freedom, empowering schools to craft curricula tailored to their students' unique needs and aspirations. This revolutionary approach rests on a bedrock of three profound philosophies:

**Progressivism:** No longer are students passive receptacles of knowledge. MLC champions a student-centered approach, where curiosity reigns supreme. Learning activities transform into vibrant dialogues, driven by students' questions and evolving interests. Critical thinking thrives in this liberated environment, as students grapple with ideas, analyze complexities, and forge their own paths to understanding.

**Constructivism:** Bricks and mortar no longer define a classroom. MLC envisions learning as an active journey, not a passive destination. Students, not textbooks, become the architects of their knowledge. Hands-on projects, real-world problem-solving, and collaborative endeavors replace rote memorization and standardized tests. Through active engagement,

students construct their own understanding, internalizing concepts with a depth and meaning that traditional methods can only dream of.

**Existentialism:** MLC empowers students to take the driver's seat in their education. Gone are the days of rigid conformity and prescribed pathways. This curriculum celebrates student autonomy, encouraging learners to explore their passions, discover their talents, and chart their own educational destinations. Freedom and responsibility go hand-in-hand, fostering students who are self-determined, confident, and ready to shape their own futures.

By embracing these philosophies, MLC transcends the limitations of traditional curricula. It's not just about content, but about empowering individuals. It's not about uniformity, but about celebrating diversity. It's not about passive compliance, but about active engagement. As Indonesia embarks on this educational odyssey, the journey itself holds the promise of a brighter future, where every student flourishes, unfettered by limitations, and free to define their own success.

While grasping the philosophical underpinnings of the Merdeka Belajar curriculum (MLC) is crucial, understanding its practical implications is equally vital. Implementing the MLC necessitates a paradigm shift in educational institutions, demanding adjustments to teaching and learning approaches. Let's delve into three key changes the MLC requires:

1. **Empowering Student Choice:** The MLC champions student agency, placing the onus on learners to actively choose their learning objectives and activities. This necessitates a move away from pre-packaged curriculums and rigid lesson plans. Instead, educators become facilitators, guiding students to explore their interests, passions, and learning styles. Imagine classrooms buzzing with personalized learning pathways, where students curate their own educational journeys, fueled by curiosity and a sense of ownership.
2. **Embracing Learner-Centered Pedagogy:** Traditional, teacher-centric methods take a backseat in the MLC. The curriculum emphasizes flexible and learner-centered approaches that cater to diverse learning styles and paces. Think beyond rote memorization and one-size-fits-all lectures. Envision classrooms transformed into vibrant learning hubs where hands-on activities, project-based learning, and collaborative problem-solving reign supreme. Students actively construct their knowledge through exploration, experimentation, and peer interaction, fostering a deeper understanding and a love for learning.
3. **Cultivating Collaboration and Independence:** The MLC fosters a spirit of collaboration and independent learning. Students work together on projects, share ideas, and learn from each other, building essential teamwork and communication skills. They are also encouraged to take ownership of their learning, managing their time, setting goals, and reflecting on their progress. Picture classrooms buzzing with collaborative projects, where students learn not just the what, but also the how and why, developing the critical thinking and problem-solving skills needed to thrive in the 21st century.

Implementing the MLC effectively requires a holistic approach. Educational institutions must not only grasp its philosophical tenets but also actively embrace the practical changes it

demands. By empowering student choice, adopting learner-centered methods, and nurturing collaboration and independence, the MLC promises to transform classrooms into dynamic spaces where every learner can flourish and reach their full potential.

Unveiling the intricacies of the Merdeka Belajar Curriculum (MLC) and its impact on educational philosophy necessitates a multifaceted approach. The methods researchers employ to delve into this dynamic landscape are as varied as the perspectives they seek to capture. Each, like a brushstroke, adds a layer of understanding to the intricate canvas of the MLC's implementation.

Document analysis takes center stage, meticulously examining official blueprints such as curriculum frameworks and teaching materials. These documents serve as the bedrock of the MLC, offering insights into its intended direction and structure. Delving into student assessments paints a further picture, revealing how effectively these pedagogical guidelines translate into tangible learning outcomes.

But the true essence of the MLC unfolds within the classrooms, where its spirit comes alive through the interactions between teachers and students. Interviews bridge the gap between policy and practice, providing firsthand accounts from those at the forefront of implementation. Teachers' voices illuminate the challenges and triumphs of navigating the MLC's uncharted territories, while students' perspectives shed light on how these changes resonate within their learning journeys.

Direct observation, akin to peering through a classroom window, allows researchers to witness the MLC in action. Observing how teachers translate the curriculum into engaging lessons, how students grapple with new concepts, and how the classroom environment fosters critical thinking and collaboration paints a vivid picture of the MLC's lived reality.

Ultimately, the choice of research methods becomes a critical dance. Each approach brings its own strengths and limitations, and the most effective studies often weave together a tapestry of diverse methodologies. By carefully selecting the tools at their disposal, researchers can ensure that their inquiries yield rich and nuanced understandings of the MLC's multifaceted impact on educational philosophy.

## **Results and Discussion**

The Merdeka Curriculum, a beacon of educational reform in Indonesia, navigates a delicate dance between its philosophical aspirations, the realities of implementation, and the ever-shifting landscape of society.

At its core, the Merdeka Curriculum embraces a student-centric philosophy. Learning isn't just about cramming facts and figures; it's about unlocking potential, nurturing curiosity, and empowering students to take ownership of their education. Gone are the days of rigid, one-size-fits-all approaches. Instead, flexibility reigns supreme, allowing schools and teachers to tailor the curriculum to the unique needs and interests of their students.

This philosophy finds its roots in several key principles. Firstly, the focus is firmly on the student. Their experiences, aspirations, and learning styles become the driving force behind the curriculum. Secondly, choice takes center stage. Schools and teachers are no longer

shackled by a standardized menu of topics. They have the freedom to curate learning experiences that spark enthusiasm and cater to diverse learning styles. Finally, the Merdeka Curriculum recognizes the 21st century as a crucible of ever-evolving challenges. It equips students with the essential skills needed to navigate a complex world, from critical thinking and problem-solving to creativity and collaboration.

However, translating these lofty ideals into everyday practice demands more than just philosophical intent. The success of the Merdeka Curriculum hinges on the readiness of schools and teachers. This requires effective training, robust support systems, and access to resources. Teachers must not only embrace the new paradigm but also develop the skillset to orchestrate student-led learning. Schools, meanwhile, need to adapt their infrastructure and culture to foster a truly personalized learning environment.

Beyond the internal challenges, the Merdeka Curriculum also dances with the broader socio-political context. Community values, parental expectations, and even national priorities can influence its implementation. Striking a balance between honoring local needs and upholding the curriculum's core principles is crucial. In conclusion, the Merdeka Curriculum offers a promising vision for education in Indonesia. Its student-centric philosophy, focus on flexibility, and emphasis on 21st-century skills hold immense potential. Yet, translating this vision into reality requires careful navigation of the intricate interplay between philosophical underpinnings, practical considerations, and the wider socio-political landscape. Only by addressing these challenges with dedication and foresight can the Merdeka Curriculum truly unleash the potential of every Indonesian student.

The Merdeka Curriculum, Indonesia's new education reform, stands on a foundation of philosophical principles drawn from diverse educational schools of thought. Let's delve into these influences and explore the crucial aspects of school and teacher readiness alongside the surrounding socio-political context.

#### Philosophical Underpinnings:

- **Progressivism:** The curriculum champions student-centered learning and experiential education, echoing the progressivist emphasis on individual needs and active engagement.
- **Existentialism:** The focus on individual freedom and choice resonates with existentialist thought, empowering students to take ownership of their learning journey.
- **Constructivism:** The Merdeka Curriculum's embrace of active learning and student construction of knowledge aligns with constructivism's view of knowledge as actively built through experience and reflection.

The success of this bold educational shift hinges on ensuring schools and teachers are equipped to handle the new demands. Schools require adequate resources and support to effectively implement the curriculum, fostering a flexible and student-centered learning environment. Teachers, meanwhile, need proper training and preparation to adopt this new approach, moving beyond traditional methods to guide and facilitate student-driven learning.

The Merdeka Curriculum unfolds amidst a rapidly changing Indonesian society grappling with social and economic transformations. These shifts present both opportunities and challenges. On the one hand, the curriculum's emphasis on flexibility and adaptability can equip students with the skills needed to navigate these changes. On the other hand, existing social and educational inequalities may pose hurdles to equitable implementation, requiring careful consideration and targeted interventions. In conclusion, the Merdeka Curriculum draws inspiration from various educational philosophies, emphasizing student-centered learning, individual agency, and active knowledge construction. Its success, however, hinges on equipping schools and teachers with the necessary resources and training, while navigating the evolving socio-political landscape to ensure equitable and effective implementation for all students.

This section consists of results and discussion. Every finding should be supported by sufficient data. Then, research findings should be able to answer the research question or hypothesis stated earlier in the introduction.

Table 1. Potential

Philosophical Influence	Key Principle	Alignment with Merdeka Curriculum
Progressivism	Student-centered learning, experiential education.	Emphasis on student needs, active engagement
Existentialism	Individual freedom and choice	Student ownership of learning journey
Constructivism	Active learning, student construction of knowledge	Knowledge built through experience and reflection

This table offers a concise overview of the philosophical underpinnings of the Merdeka Curriculum. You can further expand this table by adding specific examples or elaborating on the challenges and opportunities within the socio-political context.

## Conclusion

The implementation of the Merdeka Belajar Curriculum (MLC) in the perspective of educational philosophy has several implications. First, it requires a change in the mindset of teachers and stakeholders to be more student-centered and less teacher-centered. Second, it requires a more flexible and responsive curriculum that can adapt to the needs of individual students. Third, it requires a more collaborative approach to teaching and learning that involves students, teachers, parents, and the community.

The MLC is aligned with several educational philosophies, including progressivism, constructivism, and existentialism. Progressivism emphasizes the importance of student-centered learning, constructivism emphasizes the importance of active learning, and

existentialism emphasizes the importance of individual freedom and responsibility. The Merdeka Belajar Kampus Merdeka (MBKM) program, or the Freedom to Learn, Freedom to Choose Campus program, presents a promising new approach to education in Indonesia. Its success, however, hinges on effective implementation guided by several key principles:

**Student-Centered Learning:** The core of MBKM lies in shifting the focus from teacher-centric to student-centric learning. This means designing curriculums that cater to individual student needs, interests, and learning styles. This can involve offering diverse course options, incorporating personalized learning pathways, and encouraging independent study and exploration.

**Flexibility and Responsiveness:** Education is not static, and neither should the MLC be. The curriculum and teaching methods should be adaptable to cater to the evolving needs of students and the ever-changing world. This could involve incorporating emerging technologies, integrating real-world applications, and allowing for adjustments based on student feedback and performance data.

**Collaborative Learning:** Effective learning thrives on collaboration. The MLC should foster a culture of cooperation and knowledge sharing among students, teachers, parents, and the wider community. This can involve group projects, peer learning activities, partnerships with industry experts, and community engagement initiatives.

While the MLC holds immense potential, its successful implementation requires a collective effort and a paradigm shift. All stakeholders, from educators and administrators to parents and students, must embrace the change and actively participate in shaping the future of Indonesian education. This means adopting a collaborative mindset, being open to new ideas and approaches, and continuously striving to improve the learning experience for all.

By effectively implementing these principles, the MLC can transform Indonesian education into a dynamic and personalized system that empowers students to become lifelong learners, critical thinkers, and responsible citizens. This, in turn, will contribute to a brighter future for Indonesia, fueled by a well-educated and engaged workforce prepared to tackle the challenges of tomorrow.

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