The Concept of an Independent Curriculum According to Progressivism Theory

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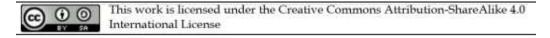
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ABSTRACT

Education is the process of developing foundational skills that are essential for both mental and emotional intelligence. Teachers are currently facing challenges in implementing the curriculum for autonomous learning. The application of progressivism ideology to the concept of an independent learning curriculum is one possible answer to this problem. This study aims to investigate curricula for independent learning from a progressivist perspective. The library research method, which employs a philosophical hermeneutic approach and includes elements of description, interpretation, and comparison through reference studies related to the problem's theme, is the technique employed in this qualitative study in order to gain a thorough understanding of the findings. Content analysis is the method employed to examine and discover support for the notion demonstrating how the curriculum idea is separate from progressivism's philosophical tenets. A number of learning principles are extensively emphasized by progressivism, including: 1) the idea that students should be at the center of the educational process from the beginning to the conclusion; 2) Students act as engaged members of society; 3) the role of the instructor as a facilitator, offering guidance and instructions; 4) educational establishments aim to create a cooperative and democratic environment; and 5) students need to concentrate on problem solving rather than merely learning material. In opposition to progressivism's philosophical tenets, the Free Learning Curriculum aims to enhance Indonesia's human resource base, particularly during the industrial revolution 4.0.

Keywords: Education, Free Learning Curriculum, Progressivism.

INTRODUCTION

Education is a lifelong process that forms core skills that are strong in terms of intellect and emotional reactions toward the natural world, other people, and humanity (Ilmi et al., 2020). Education as a provider of a skilled, effective, and productive workforce, processing potential sources and resources nature, managing resources organizations and institutions human beings by nature development in the field of education is a process of change positive progressive that occurs in the life of society and nation. In various fields, social culture, politics, economics, etc other areas of life. Every internal change or development in the life of the nation has consequences in the system of education, as well as any changes or developments in the world education has consequences in the life of the nation (Ilmi et al., 2020).

National Education according to Law No. 20/2003 works to develop abilities and form character as well as a dignified national civilization in the context of intelligent life nation, aims to develop the potential of participants to become a human being who has faith and

fear God The Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and become a citizen democratic and responsible (Helda). Develop the National Education System concept (National Education System), wrong the other is through the concept of a progressivism approach.

The philosophy of Progressivism was coined by an American philosopher, namely John Dewey. He expressed the view that schools using a progressivist approach are a form of protest against authoritarian education (Hein, 2019). The philosophy of progressivism seeks to prioritize the development of cognitive skills and abilities in solving problems (Problem Solving) and critical thinking skills so that students can be aware of their character. The philosophy of Progressivism is built on community, collaboration, social justice, a deep understanding of real-world problems, and active learning (Drake & Reid, 2020). Progressivism in education provides constant change and teaches life change to students (Yolcu & Mediha, 2022). Progressivism emphasizes educational leadership, providing independence and freedom to students. In this case, students can develop hidden talents and abilities within themselves (Pratomo et al., 2022).

Progressivism is related to the concept of an independent learning curriculum which has been established by the Indonesian Ministry of Education and Culture. This policy will certainly change society's perspective, so it must be understood from a progressivist perspective. The free learning curriculum is very suitable from the perspective of progressivism because progressivism is a school of educational philosophy that shows that humans act forward, constructively, actively, and in dynamic movement. This flow emphasizes change happening. It is hoped that students can face and solve various problems faced in internal adjustment life. In learning, The student's position is no longer an object of learning (Ramadani, 2022).

Application of deep learning the philosophy of progressivism makes teachers a motivator, facilitator, and innovator for their students. Learning can be done both ways between teachers and students. The implementation of education with a philosophical flow of progressivism has provided great impact and influence all over the world, especially in America. In America, there is a view called The liberal road culture. Street culture liberal is a view that growing in flow progressivism. This view proves that flow progressivism is capable of being flexible, tolerant, and open to knowing and improving the experience (Ramadani, 2022). This research aims to examine curriculum concepts of freedom to learn from the perspective of progressivism philosophy. Draft independent learning curriculum motivated by the Minister of Education Nadiem Anwar Makarim who hopes to create an appropriate curriculum for students' character, creating SDA with character and virtue good character education from level basic to a high level. Curriculum Independent learning comes as an effort to encourage the emergence of learning independence, for wants it to be implemented education based on principles of freedom, independence, and equality that are capable of bringing humans towards a better life.

METHODS

The method used in this qualitative research is a method library research, that is using approach philosophical hermeneutics, with elements: description, interpretation, and

comparison (Suasti et al., 2021) through study references related to the theme problem to obtain comprehensive understanding about research. Analyze that used is content analysis for dig and find substance in theory how concept independent curriculum towards progressivist philosophical view.

RESULTS

In this discussion, the concept of an independent curriculum according to progressivism theory will be explained in detail:

3.1 Independent Learning Curriculum

Higher education in the industrial era 4.0 includes and is connected to many things, including the era of big data, digitalization of learning, virtual reality, personalization of learning, learning experiences, capabilities, and value-based (Arifin & Muslim, 2020; Angelopoulos et al., 2020). Efforts This is supported by curriculum orientation, Industry 4.0 capabilities, data literacy, technological literacy, and human literacy. Therefore, the curriculum is independent learning is based on several theory in general view that learning that meaningful for building processes Competence requires effort improvise to form knowledge (Suartana et al., 2021). Minister of Education and Culture of the Republic of Indonesia Nadiem Anwar Makarim launched new programs or policies viz free to learn. This is based on results of research on students Indonesia in the Research Program for International Student Assessment (PISA) in 2019 for the field mathematics and literacy.

Indonesia ranked 74th out of 79 country (Mustagfiroh, 2020; Abidah et al., 2020; Wiguna et al., 2021). The concept of "freedom to learn" defined in the pedagogical dictionary as a form of learning obtained by studying abroad school. Currently, the term "independence learning", "free education", " independent learning" is used in a way alternately (Daniyarovna, 2021). Independent learning curriculum in line with Outcome-Based Education (OBE), namely method what learning focuses on what students must do (Sistermans, 2020). Independent learning curriculum provide space for student sensitivity to phenomena in society as a maturation process personality before entering the world actual work (Bourke et al., 2020). There are four policy points independent learning (Tohir, 2019):

- National Standard School Examination (USBN): National Education System Law give authority to school to determine graduation, however USBN can be limiting implementation of the policy. The 2013 curriculum is competency-based.Therefore, in its application a more holistic assessment is needed to measure children's competence. Therefore, in 2020 USBN will be replaced by assessment which is only held by parties school. This test is used for assess the competence of students carried out in the form of a written test and/or other more assessments comprehensive like a portfolio or task.
- National Examination (UN): The UN material is too dense. This makes students and teachers tend to test content mastery rather than reasoning competency. The National Examination only assesses the cognitive aspects of learning outcomes so it does not touch the student's character as a whole. Because it is an indicator of student success, the National Examination is a burden on the students themselves, teachers and parents.

Therefore, in 2021 the National Examination will be changed to a Minimum Competency Assessment and Character Survey. This assessment tests three skills, namely literacy skills, numerical skills, and character skills which are carried out by students at the secondary school level (for example grades 4, 8, 11) to encourage improvement in the quality of learning and cannot be used as a basis for selection next level. This policy also refers to good practices at the international level such as PISA and TIMSS.

– Teaching Module: In making the teaching module, teachers are directed to follow a format that is too rigid, there are too many components that must be written in detail. One teaching module document contains dozens or dozens of pages. Thus, it takes a lot of time to prepare and evaluate the learning process. In the new policy, teachers have a free teaching module format as long as it meets the 3 components that must be written, namely learning objectives, learning activities and assessment so that 1 page is enough in one document. Writing lesson plans is done efficiently and effectively, so teachers have more time to prepare and evaluate the learning process.

– Zoning Regulations for New Student Admissions (PPDB): Prior to the new policy, PPDB zoning aimed to provide access to quality education by creating a tricenter of education (school, family, community) with a minimum zoning distribution of 80%, a maximum of 15%, and a maximum transfer route of 5%. In its implementation, regulations related to PPDB do not accommodate differences in regional situations, have not been implemented smoothly in all regions, and have not been accompanied by teacher equality. New policy This makes PPDB zoning more flexible to accommodate disparities in access and quality in various regions with a minimum zoning line distribution of 50%, a minimum affirmation of 15%, a maximum transfer of 5%, and the remaining achievement path is 0-30% or adjusted to regional conditions. In its implementation, the region has the authority to determine the final proportions and determine regional zoning. Equal access to and quality of education needs to be accompanied by other initiatives from local governments such as the redistribution of teachers to schools that lack teachers.

3.2 Philosophy of Progressivism

Philosophy of Progressivism Linguistically, the term progressivism comes from the word progressive, which means advanced. Progressivism can also be interpreted as a movement for change towards improvement (Wiguna et al., 2021). Progressivism is often associated with the word progress, namely progress. This means that progressivism is a philosophical school that wants progress that will bring change (Mustagfiroh, 2020). The philosophy of educational progressivism is a philosophy that refers to the principles of respecting individuals, science, and accepting change in accordance with current developments in technology and the environment. So progressivism is a philosophical school that always wants student progress with increasingly rapid changes in times and environments so that students are able to adapt and evenly master these changes (Naatonis et al., 2022). John Dewey was a progressive theorist, a pragmatist, a philosopher, and arguably the most influential American educator of the 20th century. Therefore, John Dewey is known as one of the "fathers" of the progressivism movement (Vaughan et al., 2018). The content of his thinking is the teaching of educational freedom which prioritizes humanism. The philosophy of progressivism emphasizes that education must be in line

with the natural desires of the soul, polite, free, independent and without coercion (Faiz & Kurniawaty, 2020). So actually educators should not dictate children's abilities educate. Because it will cause students to become depressed and not conform to their soul's desires (Ramadani, 2022).

Progressivism is built on the pragmatic foundations of philosophy. Therefore, philosophical ideas or views about pragmatism seem to influence the philosophy of progressivism (Aristyasari, 2019). Progressivism philosophy regards education as life, believes in change and rejects all kinds of stability and absolute facts (Kooli et al., 2019). The philosophy of progressivism places belief in human strength, the strength that humans have is inherited from birth (human nature). The point is that from birth humans already carry basic talents and (tendencies) or potential (abilities), especially any strengths, so that with their intelligence, humans will be able to overcome all physical aspects of their lives, be they challenges, obstacles, threats or effects that arise from their environment (Slametno et al., 2019). In simple terms, the principles of education in progressivism are as follows (Mustagfiroh, 2020); 1) Students must have freedom and develop naturally; 2) Direct experience is the best stimulus for learning; 3) Teachers must be able to guide and be good facilitators; 4) Educational institutions must become educational laboratories for student change; and 5) Activities in educational institutions and at home must be cooperative.

3.3 Independent Learning Curriculum Concept Against Philosophical Views Progressivism

To improve the quality of human resources in Indonesia, especially in the era of industrial revolution 4.0, the Ministry of Education and Culture launched the Mandiri Belajar program policy as a guide for future learning (Sherly et al., 2021). Mandiri Belajar is a learning program presented to create a learning atmosphere which is fun for students and teachers (Wiguna et al., 2021). The concept of independent learning launched by the Ministry of Education and Culture refers to developed Progressivism by John Dewey nwhich is based on the fact that society must keep up with the times. So education must be adapted to today's times so that the education carried out can create people who are able to solve problems and can face the challenges of the times they face (Faiz & Kurniawaty, 2020; Wiguna et al., 2021). Progressive school curricula do not encourage competition between individuals. Instead, they expect learning that encourages collaboration between individuals (Aristyasari, 2019). The philosophy of progressivism aims to make people always develop together with the environment and situations that are constantly changing towards progress over time (Aristyasari, 2019).

The progressivism view of the free learning curriculum is based on the view of students as creatures who have advantages compared to other creatures. Apart from that, the close relationship between schools and society has triggered the development of progressivism ideas. Students already have reason and intelligence. So that students can have creativity to solve problems. Progressivism wants the principle of flexibility to advance education. To achieve this goal, according to John Dewey, education must be democratic. This means that education functions more to provide freedom and flexibility to students. So that students' potential can develop well (Wiguna, 2021). Progressivism seeks to advance education by using flexible principles. This goal is more clearly achieved, according to John Dewey, if education is democratic. Education emphasizes freedom or independence for students according to their respective natures so that they can develop optimally.

Students, as educational subjects, must be guided as a different social group. As a result, teachers must be able to identify various kinds of talents, interests, and intelligence. The success of educational goals is measured from how teachers become facilitators, guiding students to explore their talents and interests to the fullest. Progressivism really emphasizes several principles in learning, namely: 1) the educational process is student-centered, starting from and ending with the student; 2) students play their role as active humans; 3) the teacher as a facilitator, guiding and giving direction; and 4) educational institutions strive for a cooperative and democratic atmosphere; 5) students must focus on solving problems, not just mastering the subject matter (Erianjoni et al., 2023). The concept of independent learning education with progressivism education (Woenardi et al., 2022):

- Student-centered (child-centered): Within students there is a natural desire to learn with their environment, within them there is a need for interest in experience. Progressives make students the focal point of education. Progressivism curriculum and methods are developed based on needs and are developed based on children's needs, interests and initiatives.
- Active students: Students are children who are actively learning. Students will learn if they are not frustrated by authorities who impose their will and goals. Rejecting learning, namely remembering, memorizing and reading.
- Social class from the larger class: John Dewey in his book My Pedagogic Creed said: "Education is not preparation for life, education is life itself, and thus education is a process of life and not preparation for facing life." Learning and education occur continuously in a person's life, learning experiences in everyday life cannot be separated from the barriers of time, space and context. Interrelated learning between one object of knowledge and other knowledge takes place continuously.
- Focus on problem solving: This stage follows a pragmatic emphasis on experience and problem solving epistemology. Knowledge gained from experience, not instructions delivered by the teacher. The learning methods used by Progressivism are: Learning by doing, problem solving, active teaching.
- Cooperative and democratic Social construction of schools: Education is life itself and not preparation for life. Cooperative and democratic learning methods are more appropriate to everyday life. Schools are places of unfair competition, progressives reject an overemphasis on competence that is inefficient and unhealthy. Group assessment can represent the learning process compared to individualistic assessment.

CONCLUSIONS

Progressivism Philosophy Considers Education as Life, Believes in Change, and Rejects All Kinds of Stability and Absolute Facts. The Concept of Independent Learning Curriculum Against the View of Progressivism Philosophy to Improve the Quality of Human Resources in Indonesia, Especially in the Era of Industrial Revolution 4.0. Progressivism Highly Emphasizes Several Principles in Learning, Namely: 1) The Education Process is Student-Centered, Starting and Ending with the Student; 2) Students play their role as active humans; 3) Teachers as Facilitators, Guiding and Giving Direction; And 4) Educational Institutions Strive for a Cooperative and Democratic Atmosphere; 5) Students must focus on solving problems, not just mastering lesson material.

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