

Policy Analysis of the Freedom Curriculum to Create Excellent Education

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ABSTRACT

An excellent education can mature pupils' qualities as they mature by releasing them from ignorance and ineptitude. Generations of people with exceptional human resources will be born as is, thanks to excellent education, in all aspects. A feature of life. The government has implemented numerous initiatives to raise the standard of education, including the autonomous learning policy. Educational institutions are not any less lagging behind in terms of raising the standard of instruction, namely by keeping up with improvements in both the human resource base and the standard of instruction. A qualitative method descriptive analytic methodology was employed in this study, and the study's goal was to characterize the autonomous learning policy as a whole.

Keywords: Policy Analysis, Freedom Curriculum, Excellent Education.



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INTRODUCTION

Acquisition of skills by students is necessary for learning in the 21st century (Bashori, 2016). The process of designing, implementing, and assessing learning based on these competencies can undoubtedly lead to this success. Learning resources used by schools to organize the learning process in the classroom, including syllabus, curriculum, teaching materials, learning media, and assessment tools to be used, are examples of this planning effort. The framework for these learning tools should be designed with the attainment of 21st-century skills at its core.

The careful planning method of learning tools serves as a foundation and guideline for structuring learning in the classroom so as not to deviate from the competencies and learning objectives to be achieved. According to (Bamalli, 2013; Chen, 2017) 21st-century competencies require a broad understanding that is centered on knowledge, attitudes, and skills that emphasize what students need to succeed in school, the workplace, and their personal lives considering the Industrial Revolution 4.0. The demands in the era of the Industrial Revolution 4.0 are a big task for the government, especially the education sector (Hendra, 2017). Modern society is very focused on improving education to create quality human resources to face globalization. Due to increased access to knowledge and technological advances, education will face increasingly difficult problems and obstacles (Baro'ah, 2020). To develop human resources and shape the nation's character, various groups continue to strive to improve the quality of education to date. Improving superior education is a development goal in the national education sector and a key component of

initiatives to improve the standard of living of the Indonesian people as a whole. An important consideration in the educational process is the quality of teaching (Mulyasa, 2010). Making new policies related to the curriculum is one of the government's efforts to raise standards and superior education. The independent curriculum is being promoted by the government, especially the minister of education. The granting of freedom in the field of education is emphasized by the idea of an independent learning curriculum (Faiz & Kurniawaty, 2020; Bashori, 2020).

Because education is very important for the nation and state, it is very important to make every effort so that it can function properly. As a result, the government issued a merdeka learning policy as a plan to improve educational standards and help students develop their talents. The purpose of this study is to thoroughly examine the independent learning policy as a tactic for realizing superior educational standards based on the background information provided above.

LITERATURE REVIEW

2.1 Freedom of Learning Policy

Policy Definition Analysis

The process of policy analysis has been known and used throughout human history. The word "policy" (Hasbullah, 2015) is a translation of the word "policy" in English which means dealing with problems or serving the public interest. When combined with the word "education" which consists of two words, the word "policy" is born which according to Hasbullah has a different meaning. the same as government regulations on education.

MacRae (1976) defined policy analysis as an applied social science discipline that uses rational argumentation based on facts to clarify, assess, and spark ideas in the context of initiatives to address societal issues (Suryadi & Tilaar, 1994). In addition, Suryadi and Tilaar underlined the use of human knowledge and solutions in policy analysis (Suyahman, 2016). Accordingly, the authors define policy analysis as a process of analyzing policies for a certain objective.

Free Learning

Minister of Education and Culture Nadiem Anwar Makarim introduced a new policy initiative called Merdeka Learning on behalf of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Nadiem has good reasons for establishing an independent study policy. This is because the results of the evaluation of Indonesian students only occupy the sixth position from the bottom; in the field of mathematics and literacy, Indonesia is in 74th position out of 79 countries, according to the 2019 Program for International Student Assessment (PISA) research. In response to this, Nadiem also made a breakthrough in evaluating minimal skills, such as literacy, numeracy, and character assessment. Reading comprehension is only one aspect of literacy; written and oral analytical skills. What is tested for numeracy skills is not mathematics, but students' ability to apply number concepts in real life. One remaining section, the Character Survey, is not a test, but a search for how far students have practiced ethical, religious, and Pancasila values. (Mustaghfiro, 2020). According to Nadiem, the essence of freedom of

thought must be preceded by the teacher before being taught to students.

According to Nadiem, without the process of translating core competencies and the existing curriculum, there will be no learning of teacher competencies at any level. Schools are given autonomy in determining the method of assessment, such as portfolios, written work, or other forms of assignments, according to the Ministry of Education and Culture (Kemendikbud, 2019); 3) Simplification of Learning Implementation Plans (RPP). According to Nadiem Makarim, only one page of lesson plan is needed. Administrative simplification is expected to make teachers devote more time to learning activities and increase competency (Kemendikbud, 2019); 4) In the acceptance of new students (PPDB), the zoning system will be expanded (excluding 3T areas). The PPDB system provides greater opportunities for students who follow the path of affirmation and success. The Ministry of Education and Culture has provided local governments with the technical competency to select these zoning areas (Kemendikbud, 2019).

2.2 Strategy to Create Excellent Education

In terms of both quality and quantity, Indonesia's current national education system is still far from the expectations of students, educators, parents, society, and the government itself (Bashori, 2017). This relates to how much an educational program can achieve its goals in terms of quantity, while it refers to the value of a product issued in terms of quality. In terms of quantity, the number of students attending school has increased rapidly, but in terms of quality, Indonesia has not been able to meet the standards of the global community. What is most troubling lately is that the moral quality of the Indonesian people is getting further away from the values of Pancasila. This can be seen from the anarchist actions of the demonstrators who expressed their wishes, as well as the rampant crimes that occurred. The goal of achieving superior education is a priority for the government (Kemendikbud), and various breakthroughs and policies have been made to increase access to equitable and superior education. Self-study policy is one of the current government policies. One of the core concepts of autonomous learning policy is the independence of its human resources (Baro'ah, 2020). Merdeka in the sense of being free from anxiety and demands. This is a national policy that must be implemented in every education unit, starting from elementary school to high school.

METHODS

The method to be used in this research is qualitative research; qualitative research is descriptive and tends to use analysis. The theoretical underpinnings of the research are used as a guide, as well as to provide an overview of the research setting and as a basis for discussing the findings. descriptive method, which is a method for analyzing the status of a group of people, objects, conditions, systems of ideas, or classes of current events, is the type of research strategy used. Creating an orderly and accurate description, drawing, or painting of the details, nature, and relationships between the phenomena being investigated is the goal of this descriptive investigation. The type of descriptive method used is library research, namely the activity of examining various writings that are relevant to the subject matter and are considered useful books, papers, or writings that can be useful. used as a

recommendation in the research process. According to Kartono (1986), the purpose of library research is to collect data and information using various library sources. These findings are then used as a fundamental objective and the main tool for research practice in the field. Using the library to conduct research means that the information is taken from various sources related to the problems at hand, in this case, independent learning as a means of realizing superior education.

RESULTS

4.1 Learning

Learning is teaching and learning activities that affect how well students learn. Teachers and students will develop mutually beneficial relationships as a result of the learning process to achieve educational goals. Teaching and learning processes must be planned to help students develop the four competencies necessary for them to succeed in the 21st century. Simply put, learning can be thought of as an attempt to influence a person's emotional, intellectual, and spiritual well-being to motivate them to learn on their own. through various interactions and learning opportunities, students will develop their creativity as well as their morals and religious activities through the learning process (Risnita & Bashori, 2020).

In contrast to teaching which theoretically describes teacher activities, learning describes student activities. While teaching is only one application of learning techniques among other learning strategies with the primary aim of informing students, learning must result in student learning and methodical planning must be carried out (Nata, 2009). If you pay attention, the difference between these two terms is not significant; rather it has caused a paradigm shift in education. Whereas education used to be more focused on "teaching" (teachers played a larger role), it has since shifted to emphasizing "learning" (planning activities tailored to students so learning happens within them).

Learning is a two-way communication process where teaching is carried out by the teacher in his capacity as an educator and learning is carried out by the students themselves. Learning as a process designed by the teacher to foster student creativity can help students think more critically and can help them be better able to create new information (Sari, 2019). This can help students better master the material they are learning. Some learning components are as follows:

- Learning Objectives: The definition and types of learning objectives must be clearly understood by every teacher and prospective teacher because they are an important starting point for learning. Because it is the goal of the learning process, the learning objectives are the main elements that must be developed by the teacher. What students need and where they want to go depends entirely on the goals to be achieved. As a result, the first and foremost element is the goal.
- Learning Materials: The second element of the learning system is content or subject matter. The subject matter becomes the center of the learning process in several situations (Bashori, 2017). That is, it often occurs when material is delivered as part of the learning process. When mastery of the material is the main learning goal (subject-

centred teaching), this can be justified. Under these circumstances, the teacher must have a thorough understanding of the material (Sanjaya, 2011). Since their primary responsibility is to serve as a source of knowledge for their students, teachers must have a thorough understanding of the subject matter they wish to understand. Textbooks usually describe the subject, meaning reading books is a common way to learn new things.

- **Methods:** What is meant by "method" is the steps used by educators in the context of educational activities to persuade students to achieve the highest level of learning outcomes as outlined in educational goals. As a result, the approach determines the process of achieving educational goals. The learning method is a strategy to shape or improve students' understanding (recipients of information) about how information/teaching materials are presented (Daryanto, 2009; Basori, 2017).
- **Learning Resources:** Learning resources are various or all sources of information, people, and certain formats that students can use to learn, either independently or in combination, to make it easier for them to achieve their learning goals. Therefore, learning resources are all parts of a learning system that are designed and by their nature can be used or utilized in learning activities, both individually and together, to force or assist students in learning (Ramayulis, 2012), to help them achieve their desired goals.
- **Learning Evaluation:** The main task that cannot be abandoned in the world of education is evaluation activities. Similarly, evaluation is a process that almost always occurs in teaching and learning activities, even though the level of formality varies. Instructional objectives, needs analysis, and teaching and learning processes are all closely related to evaluation. Nonetheless, it is possible to assume an instructional system is inadequate without examining it. Therefore, evaluation plays an important role in curriculum design and instructional design.
- **Learning Environment:** The learning environment refers to the physical and social conditions in which the learning process occurs. A good learning environment must create an atmosphere that is conducive to learning. For example, a well-organized and clean classroom can help students focus on the subject matter. Learning support facilities and technologies such as interactive whiteboards and computers can enrich students' learning experiences.

In addition, a good learning environment must also encourage positive social interaction between students and teachers, as well as between students. Teachers must create a safe and inclusive learning climate where all students feel welcome and are encouraged to participate in learning. By having a good learning environment, students can feel more comfortable, focused, and motivated in learning, increasing the effectiveness of the learning process.

4.2 Teacher Commitment

The teacher's ability to innovate with new ideas and integrate them into practice, consistently attend school, serve the school, and most importantly be able to have a positive impact on students and schools are all aspects of teacher commitment that are closely related to teacher performance (work achievement) (Swarnalatha, 2016). Committed instructors are emotionally devoted to their careers and work hard to ensure student achievement (Ngussa & Gabriel, 2017). To survive, identify, and participate in achieving school goals, teachers must feel emotionally committed to the institution in

which they work (Hidayat, 2017). Teachers can be committed in a variety of ways, including professionally, to their students, and society (Hussen & Teshome, 2016). The components of teacher commitment are personal goals, namely a commitment to excellence; capacity belief, namely belief in one's abilities; contextual beliefs, namely beliefs about the teacher's ability to use learning resources effectively and efficiently; and the process of generating emotions, namely readiness to perform tasks under any conditions (Yu et al., 2002). Organizational commitment and teacher commitment are interrelated. Employees' emotional attachment and involvement in the organization is known as organizational commitment (McShane and Von Glinow, 2010). According to Stroch et al (2002), organizational commitment is a continuous process in which employees show an interest in the success of the company where they work. Based on the review of the ideas and theories above, it can be concluded that teacher commitment is an expression of the teacher's ongoing efforts to advance students and schools, with the following indicators: 1) maintaining parental trust in the school; 2) tracking student growth and progress; 3) trying to go to school; 4) trying to be present on time; 5) a sense of pride in the school; 6) upholding the good name through attitude and behavior; 7) helping students in need; 8) Maintaining a positive atmosphere in the classroom; 9) dedicated to being a good teacher; 10) Provide relevant material to students; 11) Treating each student as a valuable unique individual; and 12) Trying to become a professional teacher.

4.3 Educational Curriculum Management

- Definition of Curriculum Management: The terms "management" and "curriculum" are the roots of the term "curriculum management". The school's responsibility to ensure that students can master the competencies that have been set includes all activities, meetings, and other things that can have an impact on the development of a child's personality, both taking place inside and outside of school. To realize the achievement of curricular goals, curriculum management according to Rusman (2009) is a cooperative, comprehensive, systemic, and methodical curriculum management system. To achieve teaching objectives by educators, Nurdin & Usman (2002) defines curriculum management as a technique for supervising learning process activities. It was further stated that the vice principal and principal work together in this curriculum management activity, and teachers play a key role in carrying out administrative tasks to ensure planning goes well. It is clear from the definition of curriculum management given above that it is a collaborative process used to manage curriculum to efficiently and effectively achieve curricular goals or educational goals.
- Scope of Management: Curriculum management, according to Rusman (2009), is an important component of KTSP and SBM. Planning, organizing, implementing, and evaluating curriculum are included in the meaning of curriculum management. To ensure a curriculum that has integrity with students and the environment in which the school is located, KTSP prioritizes the realization and relevance of the national curriculum (competence standards/basic competencies) with regional needs and the condition of the school concerned. Azhari (2017) states that there are several components of the curriculum management scope, including (a) planning management and curriculum development; (b) curriculum implementation management; (c) supervising the implementation of the curriculum; (d) curriculum monitoring and assessment; (e) curriculum improvement; (f) decentralization and centralization of

- curriculum development; (g) employment issues in curriculum development; and (h) a leadership model by curriculum management.
- Curriculum Objectives: One of the tools to achieve educational goals is the curriculum. The purpose of education is something that is abstract, difficult (complex), and distinguished by several terms associated with the goal, namely: 1) Objectives, namely targets to be achieved in quite a long time. For example, the goal of the National Education Goals; 2) which is one of the goals that is rounded programmatically, is the goal. As an illustration, consider the following: Institutional Objectives; 3) objectives, namely the objective part of the target in the form of elements that are programmed as a whole. General Instructional Objectives or subjects, for example; and 4) Objectives, namely educational goals in the form of various central themes. As an illustration, subject objectives or sub-subject objectives are the focus of the Special Instructional Objectives (Dakir, 2004).
 - Curriculum Components: 1) The essence of HOTS (Higher Order Thinking Skills) is Curriculum 2013 is currently being used, and both content standards and assessment standards have been refined. By reducing foreign material and strengthening and expanding material related to students, content standards are made so that students can think critically and analytically according to international standards. In the meantime, standard evaluation is carried out by gradually modifying the international standard assessment model. Higher-order thinking skills are heavier in the assessment of learning outcomes. According to Majid (2014), HOTS is a paradigm of educational reform based on a taxonomy of learning outcomes (Bloom's Taxonomy). According to this theory, some learning processes require greater cognitive processes than others. According to Anderson and Krathwohl (Majid, 2014), because thought processes are dynamic, verbs must be used to describe them, and the taxonomy must be updated. Modifying the dimensions of memorizing, understanding, applying, analyzing, evaluating, and creating cognitive processes is another possibility. They introduce factual, conceptual, procedural, and metacognitive for each level of thought processes for this knowledge dimension. The ability to know (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6) forms the dimensions of Bloom's Taxonomy of cognitive processes perfected. It is clear from the factors mentioned above that self-learning strategies offer a way to raise educational standards. Independent learning offers innovations in high-quality learning that are also adaptive to change.

CONCLUSIONS

Based on the discussion above, it can be concluded that the independent learning policy can be used as a strategy to realize superior education through the learning process, teacher commitment, the leadership role of the school principal, and educational curriculum management. This can produce high-quality education that can answer various challenges and needs to the demands and changing times. To produce the best generation of graduates with guaranteed superior education, education is expected to function in a directed, structured, planned, and sustainable manner, taking into account technology and life changes.

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