

MERDEKA BELAJAR

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Abstract: This discussion aims to increase knowledge and understanding of the freedom of learning, which is freedom in determining how to behave, process, think, apply creatively for the development of each individual by deciding his destiny. The method in this journal is to use a literature review. The Literature Review is a description of the theory, findings and other research materials obtained from reference materials to be used as the basis for research activities to develop a clear frame of mind from the formulation of the problem to be studied. The key to independent learning lies with the driving teacher, and the ambitious teacher will not be realized when they are not entirely separate. So realizing this Freedom of Learning must be done fundamentally, not just through technical matters and changing new policies. Independent Learning will be recognized when the teacher is genuinely independent, which can be achieved with several solutions. To realize independent teachers must also synergize students, families, and communities in learning. The goal is to facilitate technical knowledge. Mainly in student-centred learning, experiential learning, and classroom learning. Independent teachers with the synergy of family and community will facilitate their role as the driving force of civilization.

Keyword: Freedom, Learning, Education

INTRODUCTION

Along with the development of social, cultural changes, the world of work, and very rapid technological advances, the Ministry of Education and Culture (KEMENDIKBUD) prepares students or students to welcome differences, progress and development of the times, to be required to be

able to implement, and design a learning process that is creative and innovative, to achieve learning outcomes and objectives that include aspects of attitudes, knowledge and skills optimally and of course also relevant. In the era of the industrial revolution 4.0, there are challenges and opportunities for educational institutions to become a prerequisite point to be more advanced and develop. Educational institutions must have the power of innovation and can also enforce collaboration; if an educational institution is not able to collaborate and innovate, it will be left far behind in time, and vice versa, if the institution can create resources capable of developing, advancing and realizing ideals nation, is to teach humans. Being a learner is not an easy thing, like turning the palm. Therefore, educational institutions must harmonize and balance the education system with the times. The education system is expected to realize that students can think critically, solve problems, and have creative and innovative communication and collaboration skills. At the National Teacher's Day commemoration event in 2019, the Ministry of Education and Culture Triggered the concept of "Free Education to learn".

The concept is a response to the needs of the education system in the industrial revolution 4.0 era; Minister Nadiem Makarim¹ said freedom of learning is freedom of thought, freedom of thought is determined by the teacher. In front of the nation. The concept of Free Learning is assumed to be no longer an idea but rather a policy to be implemented. Freedom to learn Independence is a word that is often interpreted and described with freedom in its truest sense. The point of the problem is that there are still restrictions everywhere, especially in education, educators and students have not been able to feel sufficient autonomy to determine the direction of policy in learning and teaching because they are still regulated by regulations which make the implementation and evaluation process plans seem limited and tie.

The concept of Independent Learning is an offer in reconstructing the national education system by rearranging the education system to meet the progress of change and improvement of the nation that adapts to changing times.² With the return of the essence of education, which is education to humanize humans, and education that liberates learning

¹ Mantra Sukabumi, 'Mengenal Konsep Merdeka Belajar - Mantra Sukabumi', 2020 [accessed 17 July 2020].

² *ibid.*

activities, which were originally children's natural activities, are deprived of being an adult plan forced on students. Educators require where and when to study, regardless of the child is going through. The teacher dictates what material and goals the students have to learn, even though it is not relevant in the students' lives. Even Ki Hajar Dewantoro emphasized several times the freedom of learning. "...independence should be imposed on the way children think, that is, do not always take the lead, or be told to admit the thoughts of others, it will still make it a habit for children to seek all knowledge by themselves using their own minds..." (Taman Siswa memorial book 30 years 1922-1952) learning independence is an important matter, it is a prerequisite for the fulfilment of point learning achievements without learning Independence, students cannot enjoy learning. Character education will not be achieved because all behavior is not based on awareness.

The concept of independent learning between educators and students is a subject in the learning system, which means that teachers are no longer used as a source of truth by students. Still, educators and students collaborate to be movers and seek the truth. The position of students in the classroom is not to plant or uniform the truth to obey the teacher but to explore the fact, thinking—critical thinking of students to see the development of the world and the phenomena that occur. With the opportunity and development of the internet, information technology has become a momentum for learning independence. With this, it is possible to hack a rigid education system and not free the freedom to learn independently, creatively and innovate, which can be done by all academic units. Currently, teachers and students have their own experiences, including in an environment.

The adaptation of the education system in the era of the industrial revolution 4.0 starts stimulation with a new literacy process. In this era, having extensive experience with the digital or visual world, it is currently the task of an educational institution to lead, direct and explore the critical power and potential of its students in the learning process to build an educational ecosystem that facilitates the growth of the character of independence, innovation, expertise. And the convenience of students, independent learning is expected to be able to form quality and superior resources to complete educational opportunities in the industrial revolution 4.0 era, which aims to advance a nation and state based on the

description of the background above, an in-depth research is needed on learning methods in the independent education system study.

DEFINITION OF MERDEKA BELAJAR

In the extensive Indonesian dictionary, the word Merdeka can be interpreted as being free from slavery, colonialism or can be interpreted as being independent. In Arabic, the phrase Merdeka is commonly referred to as hurriyah, which means free from all forms of binding oneself to anything or istiqla. In this context, being independent is equivalent to thinking freely and determining one's destiny. While learning is a relatively permanent behavior change, a life obtained from observation or practice.

According to Moh. Surya learning is an effort that seeks to change each individual to obtain the overall change received from the experience process and the response from interaction to the environment to each individual. While the word learning has a literal meaning that puts forward changes in mental processes resulting from stimulation of environmental interactions. In general, it has been stated that learning is a change in an individual that occurs through experience and not because of the growth or development of his body or characteristics of a person since birth. Therefore, independent learning is freedom in determining how to behave, process, think, and apply creatively for each individual's self-development by deciding his destiny.³

The National Education System (commonly referred to as SISDIKNAS) is an acronym that cannot ignore the development of the world of education in Indonesia. That is because the interests of learning at the Elementary, Middle and Upper-Vocational education levels are accommodated by the enactment of Law no. 20 of 2003 concerning the National Education System. The phrase system implies that national education in Indonesia has interwoven in a standard, measurable and stable working mechanism.⁴

Furthermore, the dynamics of learning policies in Indonesia have been accommodated in Article 35 paragraph (1) of Law no. 20 of 2003 that

³ Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta : Prenada Media Group, 2010) h.24

⁴ Nurkholis, 'PENDIDIKAN DALAM UPAYA MEMAJUKAN TEKNOLOGI Oleh: Nurkholis Doktor Ilmu Pendidikan, Alumnus Universitas Negeri Jakarta Dosen Luar Biasa Jurusan Tarbiyah STAIN Purwokerto', *Jurnal Kependidikan*, 1.1 (2013), 24-44.

"National standards of education consist of standards of content, process, competency of graduates, education staff, facilities and infrastructure, management, financing, and assessment of education which must improve in a planned and periodic manner".⁵ The same principle has also been implemented by several developed countries globally, including Finland through the *Journal of Teacher Education for Sustainability*. Jyrki Reunamo and Liisa Suomela revealed that the fundamental basis for implementing educational development from time to time had been the vision of the *United Nations World Commission on Environment and Development*. They formulated the concept of sustainable development in 1992 in Rio De Janeiro.⁶ Meanwhile, the meeting in Johannesburg in 2002 concluded that the agreement in Rio did not go as expected. "*Ten years after Rio, the UN meeting in Johannesburg (UN, 2002) had to admit that the aims of Rio had not been successful*", thus encouraging the UN to declare a decade on *Education for Sustainable Development from 2004 to 2015*. Based on the declaration, "*every nation should set out the principles of sustainable development in all national curriculums (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005)*", which means that every country must determine the principle of sustainable development in all national curricula, especially in the education sector.⁷

Freedom to learn can be interpreted as providing more space for students with the opportunity to study comfortably, calmly and freely without any pressure, taking into account the natural talents of each student. In his speech on National Teacher's Day, the Minister of Education and Culture, Nadiem Makarim, explained a policy regarding the freedom of learning which consists of four points predicted to bring significant changes and impacts in education. Nadiem Makarim straightforwardly explained the privilege of learning with four main topics first: USBN, UN, RPP, and PPDB.

THE CONCEPT OF INDEPENDENT LEARNING

⁵DPR-RI, Undang-Undang Sistem Pendidikan Nasional, Acta Pædiatrica (Indonesia: www.jdih.com, 1982), lxxi, 6-6

⁶ Jyrki Reunamo and Liisa Suomela, '*Education for Sustainable Development in Early Childhood Education in Finland*', *Journal of Teacher Education for Sustainability*, 15.2 (2013), 91-102

⁷ Ibid

Talking about the concept of independent learning, there is some relevance to constructivism learning theory. In his view, the child instructs the knowledge obtained from the interaction obtained from the observations and experiences of the objects that the child faces. In the process of constructivism learning, children are more likely to have a focal point on the activity of each individual informing knowledge. Students are expected to be motivated to learn according to what they want without any pressure from any party.

Freedom to learn has a critical, creative, innovative, transformative, relevant, effective and efficient characteristic in the learning process. In this case, the Ministry of Education and Culture presents this concept in the world of education in Indonesia. They are emphasizing independent learning and driving teachers. This means that students have the freedom to get an education, and teachers become the driving force (motor) to achieve an independent learning process. The learning process carried out in a fun way allows students to remember more and longer material; in other words, the retention rate is more substantial. In Ki Hajar Dewantara's view above, freedom to learn produces creativity, an essential element for progress. In this case, the teacher becomes a facilitator in the learning process.

The Ministry of Education and Culture emphasized that this free learning breakthrough was characterized by the start of the return of USBN to the school, the abolition of the National Examination and then being replaced with a minimum competency assessment process and character survey. In this case, the Ministry of Education and Culture wishes no value pressure on students so that students are not fixated on numerical values. And they are lastly, forming the character of competent, superior in human resources and have noble character.

In recent decades, the Indonesian Ministry of Education has designed the concept of independent learning. However, before we enter the idea, we will discuss what learning means. Freedom to learn is one of the innovations of the Indonesian Minister of Education, which gives freedom to an educational institution and its autonomy and is free from bureaucratization, where teachers get space from complicated

bureaucracy and students are given the freedom to choose the field they like.⁸

The birth of the independent learning program is due to the many complaints in the education system. One of the complaints is the number of students targeted with specific values. It is hoped that students and teachers can be free and innovate in learning with this independent learning program. Freedom to learn is freedom in thinking; this freedom of thought must be in the teacher first. Students will not be independent unless the teacher is independent first.

The view of independence itself is not just obedience or resistance. Freedom is something to be fought for, not given. An unfortunate fact of teacher development is when teachers often feel blamed. Not being listened to, indeed in all conditions, the teacher is the key in education. All burdens are placed on school teachers who they hope will change in the future.

Saying teachers are the key to the success of a nation means shifting responsibility and trapping teachers to fail. Indeed, the teacher has a critical role in education, but the demands for his significant role will not be fulfilled when he does not have something essential, namely independence. The existence of independence for teachers in the long term will play a central role in fostering student learning independence and succeeding in the democratic ideals of this country.⁹ The following are some of the concepts that the independent learning program will offer:

- 1) Various places and times.

In carrying out the learning process, it is not only limited by space, such as only in class. But also outside the classroom can, which can provide a better atmosphere in receiving lessons.

- 2) Free choice.

Students can practice learning methods according to what they feel most comfortable with. So that student are expected to continue to hone their abilities.

- 3) Personalized learning.

⁸ KEMENDIKBUD, *Buku Panduan Merdeka Belajar - Kampus Merdeka*. Edisi ke-3. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI

⁹ Iwinsah, R. (2020) Menakar Konsep "MERDEKA BELAJAR", *Intens.News*. Available at: <https://intens.news/menakar-konsep-merdeka-belajar/>

Teachers can adapt to students in understanding the material, solving answers according to students' abilities; this is like playing a game. If he can solve a challenge, he will quickly level up so that he no longer uses the system of average student abilities.

4) Project-based.

Students are invited to apply the skills they have learned in various situations. This experience will be felt to be used in their daily life.

5) Field experience.

Match and Link in the world of work are crucial. At this time, the material that has been given to students has nothing to do with the world of work. So the existence of field experience can help students be more efficient in the world of work.

6) Data interpretation.

Students will get a lot of information. It is hoped that the amount of information that comes in can solve the problem of needs, can be used to analyze problems, etc.

FOUR PRINCIPLES OF FREE LEARNING POLICY

In the concept of independent learning, four main educational policy programs are used as a focal point for improving the quality of human resources.¹⁰

- 1) A comprehensive USBN Assessment process, namely the implementation of the USBN (National-Based School Examination), will be carried out with an exam organized by the school. In the assessment process. The school can conduct written or oral exams or use writing papers or portfolio collection to formulate and have the authority according to policies that support children's knowledge.
- 2) The National Examination (UN) will be changed to a Minimum Competency Assessment and Character Survey consisting of the ability to reason using language (literacy), the ability to maintain using mathematics (numbering), and strengthening character education. The examination process will be carried out in the middle of the education level; for example, in grade 4 SD, 8 SMP, 10 SMA, this will be the material for evaluating learning

¹⁰ Kompas Cyber Media, 'Gebrakan "Merdeka Belajar", Berikut 4 Penjelasan Mendikbud Nadiem Halaman all', KOMPAS.com [accessed 17 July 2020].

at the level of education that teachers or educators will carry out.

- 3) Simplification of the Learning Implementation Plan (RPP), in preparing the RPP, the Ministry of Education and Culture cut several components. Therefore, teachers are free to choose, create, use, and develop lesson plans in this policy. The three core components of lesson plans consist of learning objectives, learning activities, and assessments.
- 4) New Student Admission (PPDB), there is a change in the composition of PPDB, the zoning path can accept a minimum of 50% students, the affirmation path is at least 15%, and the transfer path is a maximum of 5%. Then on the achievement path or the remaining 0-30%, it is adjusted to conditions each city area. Each region has policy autonomy to determine the final composition of the zoning so that equity and the quality of students and teachers are balanced.

THE ESSENCE OF FREE LEARNING

Exploring the great potential of school teachers and students to feel at home to innovate and improve learning independently through the education bureaucracy and genuinely educational innovation, diversity of teaching approaches with the support of technology. So that every student can be thinking critically, innovatively, creatively, transformatively to become excellent and competent human resources.

GOAL OF FREEDOM TO LEARN

With the new policy from the Ministry of Education and Culture or (KEMENDIKBUD) regarding the Free Learning Concept, it must create a link and match or link or link the world of learning and the world of work. The Independent Learning Policy also aims to realize the quality or quality of sustainable education. As we know with Merdeka Learning, students have the freedom to learn not only in one segment because according to Namdie Makariem, children are multi-intelligent, every child must have intelligence according to their interests in their respective fields, so they are given freedom in art. learn with his intelligence and according to his potential, should not be controlled with only one intellect, also understand thoroughly and holistically, and create a pleasant learning atmosphere

from any angle. Therefore, students as learning centres and learning subjects dimension the main objective. The teacher adjusts the purposes of students' learning achievement and prepares concepts that are suitable and relevant to the goals to be achieved, independently learning without tormenting the educators, students and parents. With this, Merdeka Learning aims to free students from a system of chasing grades, applying learning in a fun way, and education not only to pursue graduation or to get the highest rates, but knowledge can be carried out knowledge outside the classroom, not only in the classroom but, students expected to have discussions with the teacher, class outings, and learn many things such as learning to dare to ask questions, think wise in socializing and be independent.

Applying the policy itself so that the value does not depend on written grades as before, but can be assignments taken from individual or group daily assignments. Tasks given can be in the form of written works, portfolios, and others. First, as explained by the Ministry of Education's Free Learning Concept, there is the abolition of the National Examination (UN), which turns into a Minimum Competency Assessment and Character Survey, so usually the mastery of learning absorption of students is tested and carried out at the end of the school level by testing subjects. Mathematics, Indonesian Language, and others, this time the National Examination is replaced with literacy and numeracy mapping, which is not the same as Indonesian and Mathematics but also includes science, social studies and the like, which students are expected to be able to understand optimally and analyze a reading and being able to apply the concept of counting in everyday life, strengthening character and learning applications which later be implemented in the middle of the school level. Next is the Character Survey, which is different from the test; usually, the government is judged only to have cognitive data from students but does not know the actual condition of the ecosystem in schools. Later, students are given several questions, for example, a survey on the implementation of cooperation in schools. Whether there is bullying going on, is the tolerance level healthy and good at school, and whether students have applied the Pancasila principles in the lives of students, so students not only learn subjects but also learn to respect one another, help each other so that students are right really can feel and can be implemented, and then this Character Survey is expected and used as a

benchmark or guide as feedback for schools and the government as improvements and changes to education policies in the future.¹¹

ADVANTAGES AND DISADVANTAGES OF FREEDOM TO LEARN

The independent learning program, which recently was announced in a speech by the Indonesian Ministry of Education, Nadiem Makarim, is one of the programs that can awaken the Indonesian education system, which suddenly becomes more passionate and advanced, as the name of the program, namely Merdeka Learning.

This independent learning program certainly reaps the pros and cons of various groups because of the advantages and disadvantages of program.

1) Pros:

- a) Students are Free of Expression.

This means that students are free to express themselves in the sense of being free to learn because they are not regulated by one lesson; the point is that students learn according to their respective potentials.

- b) Students are not demanded the same.

The independent learning program has brought changes to the Indonesian education system because so far, students have been targeted only by academic grades; the independent learning program makes students look exceptional because of their different skills; in the process of recognizing their talents, we as teachers must always be there so that children do not despair in the process.

- c) Rp. 1 sheet.

Because students learn according to their respective potentials, we as teachers who guide students only need to adjust the direction; with the one-sheet lesson plan, the teacher's burden is slightly reduced because it is expected that the supervising teacher will focus on directing assisting students.

2) Disadvantages:

- a) It takes a lot of time and money.

¹¹ Rosyidi, Merdeka Belajar; Aplikasinya dalam Manajemen Pendidikan & Pembelajaran di Sekolah. Jakarta: Universitas Negeri Jakarta, Ketua Umum Pengurus Besar PGRI

With the freedom of expression of students in learning, it takes a lot of time and money because, in the process, students have different understandings.

b) Lack of independent teacher

To realize students who are independent in learning, of course, requires teachers who are separated in teaching. Still, the experience of independent teachers is only a little, mostly seen from the experience of the teachers during their college days; this is due to the Lack of expertise of the teachers because the new independent learning program -recently published.

c) Lack of reference.

To run the independent learning program, of course, requires references or references such as books as learning tools. The existing books are considered low; therefore, we need more efficient books to carry out learning and realize this independent learning program. Those are the advantages and disadvantages that are taken in outline.¹²

IMPLICATIONS OF FREEDOM TO LEARN

The main implication of independent learning is more emphasis on students. They invite students to be more active and play a significant role in developing their education; schools and teachers are the only facilitators who support student learning activities to run smoothly without any obstacles. Several must be improved educational frameworks to create independent learning, namely:

a. Improving the framework of teacher competency standards

There is a need to develop competency-based professional standards for teachers and principals with a more precise and definite approach to future education development. Teacher competencies must be more dynamic.

b. Improving PPG curriculum

Improving the PPG curriculum begins with enhancing the clinical supervision method to run well, providing counselling to tutors and supervisors so that they focus more on students and focus more on "how to facilitate students".

¹² Tim Kompasiana, Merdeka Belajar demi Mewujudkan Indonesia Maju, [kompasiana.Available.at:https://www.kompasiana.com/isnatustiyani/5f3abffad541df299a4aadd2/merdeka-belajar-demi-mewujudkan-indonesia-maju?page=1](https://www.kompasiana.com/isnatustiyani/5f3abffad541df299a4aadd2/merdeka-belajar-demi-mewujudkan-indonesia-maju?page=1)

c. Improve the teacher certification system

There allocating teacher certification funds for effective student teaching and learning, there must be periodic evaluations to maximize teacher certification.

d. Visioning world-class teacher education

To inspire all teachers towards a world-class vision that produces world-class generations.

e. Reviewing the competency model literature review

Reviewing the literature review of advanced competency models by taking the best things which then become part of the formulation of the teacher competency model.

CONCLUSION

Freedom to learn is freedom in determining how to behave, process, think, and apply creatively for each individual's self-development by deciding his destiny.

The key to independent Learning lies with the driving teacher, and the ambitious teacher will not be realized when they are not entirely separate. So realizing this Freedom of Learning must be done fundamentally, not just through technical matters and changing new policies. Independent Learning will be realized when the teacher is genuinely independent, which can be achieved with several solutions.

First, administrative burdens to make free teachers. The era is fast-paced, practical, online, but if government regulations are still long-winded and burden teachers with a myriad of administrations, then Merdeka Learning will be in vain. In fact, until now, the administration is still the main task of teachers. While teaching is still the job of the two teachers.

Second, shifting additional tasks to education staff. Teachers must focus on learning according to the main study of the teacher. So far, the author himself often does other functions at home until late at night; even being a housewife is neglected because of the unclear mapping of tasks.

Third, increase teacher salaries and equalize teachers with Government Employees with Work Agreements (PPPK) status to the

regions. However, the Presidential Regulation (Perpres) regarding PPPK Salary and Allowances has not yet been finalized.

Fourth, selecting physically and mentally ready teachers so that they genuinely become teachers who can be admired and imitated, not just salary hunters. Fourth, must tidy up the selection pattern and strengthen must be continuously improved teacher capacity. Fifth, liberate teachers from the shackles of establishment and "robot souls". Teachers as role models, transferors of knowledge, character, and morals must be good examples, "digugu" and "imitated", not wagu and saru.

To realize independent teachers must also synergize the involvement of students, families, and communities in LearningLearning. The goal is to facilitate technical LearningLearning. Mainly in student-centred LearningLearning, experiential LearningLearning, and classroom learning. Independent teachers with the synergy of family and community will facilitate their role as the driving force of civilization.

When Hiroshima and Nagasaki were burned to the ground, the Emperor of Japan only asked how many teachers were killed and still survived, not how many soldiers or generals were (Joesoef, 2011). This means that the teacher is the core of life and civilization. So don't let the government underestimate its principal teachers, "free teachers", and "master teachers" of society.

No matter how good the system, curriculum, model and method of LearningLearning, it will be in vain if the teacher does not become a complete "moving teacher". When teachers are free, they will consciously move. When the teacher has moved, Merdeka Learning as a solution to strengthen the quality and quality of education will be achieved by itself. The essence of Merdeka Learning is in the teacher, and the importance of the teacher is in their soul, especially the free spirit.

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