

Implementation of Independent Learning in Elementary Schools

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Abstract. This article aims to provide an overview of the implementation of the "Merdeka Belajar" (Independent Learning) policy, specifically at the elementary school level. The method of presentation is through a literature study that reveals the development of the curriculum and its implementation at the elementary school level. The study results show that the government needs to strive to make a transformation through education, one of which is curriculum change, to make the current generation have superior competencies, thus being able to become a development capital. The curriculum in Indonesia has continued to develop, including: (1) Curriculum 1947, "Rentjana Pelajaran 1947"; (2) Curriculum 1952, "Rentjana Pelajaran Terurai 1952"; (3) Curriculum 1964, "Rentjana Pendidikan 1964"; (4) Curriculum 1968; (5) Curriculum 1975; (6) Curriculum 1984, "Kurikulum 1975 yang disempurnakan" (The improved 1975 Curriculum); (7) Curriculum 1994 and the 1999 Curriculum Supplement; (8) Curriculum 2004, "KBK (Competency-Based Curriculum)"; (9) Curriculum 2006, "KTSP (School Level Curriculum)"; (10) Curriculum 2013; and (11) Merdeka Curriculum. The Merdeka Belajar program is a policy designed by the government to make a significant leap in the quality aspect of education to produce students and graduates who excel in facing the complex future challenges. Merdeka Belajar encourages the formation of an independent soul character where teachers and students can freely and enjoyably explore knowledge, attitudes, and skills from the environment. Things to consider in realizing Merdeka Belajar include, (1) Transformation of School Curriculum and Learning; (2) Transformation of Education Management; and (3) Transformation of Regional Education Management (School Autonomy).

Keywords: Curriculum, Independent Learning, Education Transformation.