



The problem of education in Indonesia is the independent curriculum the solution

Fika Damayanti¹, Hendis Vivien², Marline Situmorang³, Teguh Trianung⁴, Supadi⁵

^{1,2,3,4,5} Educational Management Postgraduate Faculty, Jakarta, Indonesia

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ABSTRACT

Indonesian education requires appropriate quality improvement to meet the challenges and needs of its time and the curriculum is considered the most important part of the educational process. This study aims to find out whether the Ministry of Education and Culture policy regarding the independent curriculum is appropriate as an answer to the condition of education problems in Indonesia. This research used descriptive qualitative literature with a literature review method. This study uses 22 articles as data sources. The results of this study concluded that the independent curriculum was successful in tackling learning during the pandemic, providing hope in restoring education in Indonesia, giving teachers the widest possible space to develop their own potential and being able to improve the quality or quality of education in Indonesia in the 21st century. So that the Ministry of Education and Culture policy regarding changing the curriculum is considered appropriate.

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Corresponding Author:

Hendy Vivien

Management

Postgraduate Faculty Education, Jakarta, Indonesia

Rawamangun, East Jakarta, 13220, Indonesia

Email: hendisviviens23@gmail.com

INTRODUCTION

The education gap in Indonesia is too difficult to fix on a one-sided basis. This very worrying sentence explains that the education system in Indonesia is not doing well (August, 2021). Anies (Baswedan, 2014) in his presentation said that only 25% of schools met the minimum teacher service standards in Indonesia, less than 45 the average score of the teacher competency test for 460,000 teachers is said to be far from the desired standard with a score of 70 then the astonishing news that Indonesia is the most recent country out of 40 countries on The Learning Curve-Pearson mapping in 2013 -2014, and no less sad that Indonesia's poor reading interest, at least for example out of 1000 people, only 1 person has an interest in reading according to UNESCO in 2012, the performance of Indonesians is also very concerning on global mapping. In conjunction

with(Nasution, 2019)states that the problems of education in Indonesia can be said of the first, the leadership side, that the implementation of leaders who have the right to regional autonomy is most determined by the success or failure of the decisions of this education system, leadership is very influential on the importance of education in Indonesia. Second, in terms of infrastructure needed by education units, the uneven distribution of infrastructure needed in the learning process throughout Indonesia is a fairly large gap. Third, the quality and quantity of educators is currently a question that can be resolved objectively, this has resulted in teachers in urban areas being better than in rural areas and even a shortage of teachers.It can be said that this problem is very gradually rising without any solution and is very troubling to show the way of goodness in education.n in Indonesia. Improving education is not an individual task but a collective task of a country. If not properly attended to, problems will always arise and will worsen the education system.

The Covid 19 pandemic made education one of the main focuses of attention because the government had to make policies during the emergency situation at that time.This emergency policy needs to be taken in the process of teachers transferring knowledge to their students without face-to-face or e-learning or online (in the network).and in terms of readiness, of course all parties are not ready for this condition. Parents who have to accompany children's learning activities, teachers who have to learn fast with available technology and students who have to get used to distance learning. So that educational problems arise due to several things such as the number of hours children study has decreased, limited interaction between teachers and students, student enthusiasm for learning has declined (learning loss), the ability of teachers to create varied learning techniques is very limited due to constraints in mastering technology and gaps between teachers in the technique of delivering learning topics (learning gaps) so that this condition becomes a material consideration for what kind of educational needs are actually needed by Indonesia.

Judging from some of the existing conditions, Indonesian education should have started a new breakthrough towards change.Indonesian education requires quality improvement in accordance with the challenges and needs of its time, education does not only experience curriculum changes at certain times but is directed, planned and sustainable so that its level of functioning, relevance and efficiency can be measured in facing the increasing challenges of the world. This is also in line with the needs of education in the future that education must be open to change, every teacher must continue to learn, follow the latest learning trends by strengthening the character of students. In other matters, education now and in the future must also be the answer to problems in the economic, social, cultural and character of the Indonesian nation.

(Fitri, 2021)in his research emphasized that the Indonesian education system is basically very good, not much different from education in other countries and is able to answer present and future needs but it is very unfortunate that in reality the implementation in the field is very different so that educational goals are not achieved. As the saying goes, it is far from what it is because what is expected from educational goals still cannot be realized properly.

Regarding the restoration of learning in 2022–2024 and improving education standards, the Ministry of Education, Culture, Research and Technology (Kemendikburistek) said that education units have the right to respond to making an independent curriculum as an additional option. Based on the assessment carried out during the learning recovery period, the Ministry of Education and Culture's policy regarding the national curriculum will be revised in 2024.

Education places the curriculum as the highest priority. Therefore, the curriculum is absolutely necessary in the educational process because it aims to produce quality graduates according to their level of competence.(Santika et al., 2022)Delivering curriculum adjustments must always be dynamic to be effective. This adjustment was made to better meet the demands of current developments and problems. Many studies have been conducted on the independent curriculum, including how to implement an independent curriculum in schools, how to deal with

learning loss due to the pandemic, and how relevant the independent curriculum is in responding to educational needs.

The Merdeka curriculum was created by adopting a more flexible curriculum framework, emphasizing basic knowledge while assisting students in developing character and competence. The main component of this curriculum is an outcome/project-based learning system for the development of soft skills and character according to the Pancasila student profile. Oriented to essential materials so that they are more flexible in exploring basic competencies such as literacy and numeracy (Hamdi et al., 2022) learning outcomes based on phases, changes in the type of assessment that focus on formative assessment, and a curriculum whose learning structure is divided into two activities, especially intra-curricular, which refers to the learning outcomes that students must achieve, and the profile of Pancasila students which refers to the level of graduation competency that must be possessed students are some changes from the previous curriculum.

Seeing the factors above, the writer wants to know more about the challenges of education in Indonesia. The purpose of this study was to find out the specific position regarding policy making from the Ministry of Education and Culture regarding the independent curriculum as a means of reviving Indonesian education.

RESEARCH METHODS

A qualitative methodology was used in this investigation. According to (Wardah, 2019) qualitative research, namely 'Qualitative research methods are particularly good at examining and developing theories that deal with the role of meanings and interpretations'. Qualitative research is a qualitative research method that is appropriate in examining and developing theories related to function and interpretation of meaning.

This research will use literature review as the source of the study. More data sources are obtained from the internet such as YouTube, Google, Google Scholar. Data search via the internet with keywords (educational problems, independent curriculum policies, independent curriculum relations with educational problems). This article was reviewed from Google Scholar and the websites *much24* as a supporting reference for the title we took.

Table 1. Research Reference Data

Keywords	Reference
Educational Problems	Faith et al., (2021) I Made Ngurah (2017) Afifah (2017) Fitri (2021) Regina (2017) Siti Fatia Nurul Fitri (2021)
Independent curriculum policy	Sari (2019) Baro'ah, S., Trisnawati, SNI, Ernawati, A. (2023), Firdaus, H., Laensadi, A. et al. (2022) Shofia Hattarina et al (2022) Rawati, S., Khodijah, N., & Suryana, E. (2022). Jojor, A., & Sihotang, H. (2022) Kemendikbud.go.id. (2021) Santika et al. (2022) Suhartono, O. (2021). Arisanti, DA K (2022) Suhandi, AM, & Robi'ah, F. (2022)

Keywords	Reference
The relationship between independent curriculum and educational problems	Dewi, E. (2019) Faiz & Kurniawaty, (2020) Hamdi, S., Triatna, C., & Nurdin, N. (2022) Patandung, Y., & Pangua, S. (2022) Suhandi, AM, & Robi'ah, F. (2022)

RESULTS AND DISCUSSION

Education Problems in Indonesia

The quality of a country's human resources determines its development and progress, (Siti, 2021) In order to be able to compete with other nations, education is needed to improve the quality of its people's resources.

Indonesia, which is essentially a developing country, has the potential to develop into a developed country if its education system runs effectively and efficiently. (Ngurah Suragangga, 2017) Education in Indonesia must change its mindset to prepare for the golden generation of Indonesia in 2045, we must equip them with character education not only understood through knowledge transfer, but intellectual balance and character must be ready to move forward.

However, in reality, the quality of education in Indonesia is at its lowest point compared to other countries and is actually getting worse. There are many causes for the poor quality of education in Indonesia if we look at it holistically whole (Afifah, 2017). (Fitri, 2021) In addition, Indonesian people are not used to making decisions based on reading comprehension. Indonesians have not yet mastered the art of writing about themselves, because reading and writing are not part of Indonesian culture or traditions. In contrast to reading or writing, people are more accustomed to visual media (seeing), vocal (oral) communication, or hearing. The issues mentioned above do not only exist among the general public (the wider community); they also exist in educational settings, where high levels of so-called "good literacy culture" are lacking. Beyond reading for status or as a necessity for duty, the younger generation has not been taught to appreciate literature.

Of the many educational problems, there are several solutions. Here are some actions that can be taken to improve education standards in Indonesia, including 1) Increasing the budget for education, the government is tasked with paying for the education costs of its citizens; 2) Pay attention to the professionalism and creativity of education providers; 3) Keeping education out of business situations; 4) Completion of the curriculum, development of the curriculum as a whole by taking into account all existing infrastructure, facilities and human and natural resources. 5) Religious lessons are not intended to instill in children certain religious beliefs or knowledge of their prayers, but rather to promote universal characteristics such as compassion, humility, and love; 6). Fostering social awareness and a sense of justice through the practice of critical awareness in education, critical thinking, and tolerance; 7) Educator Independence, the government compensates teachers with training programs so they can create various teaching styles (Darman, 2017).

Independent Curriculum Policy

a. Policy

In repairing or starting something, there needs to be action to voice new things to the general public or the public, such as making policies. Policy can be said to contain decisions and be followed together. Another understanding in analyzing policy is a form of policy review process in order to achieve certain goals (Sari, 2019). No less also interesting analysis of wisdom is required to find out whether the root of the policy has covered data regarding the case to be resolved and to know the consequences that could be the impact of the

implemented policy (Rawati et al., 2022). The formulation of the policy, namely the prefix as an alternative policy for the general public in responding to problems in the community environment, which in the process cannot be separated from political elements (Suhartono, 2021).

It can be concluded that policy analysis can be said to be an evaluation process which is also needed to find out the roots of policies and the impact of these policies as well as provide positive responses to address problems in the community environment.

b. Independent Curriculum Policy

The results of the PISA (Program for International Student Assessment) show that 70% of students aged 15 years are at a minimum ability in understanding simple reading or practicing basic mathematical understanding. Then also the problems of education that existed during the Covid-19 pandemic, Mr. Nadiem and his staff analyzed the educational problems that existed at that time so that they issued Circular No. 4 of 2020 aimed at regional heads throughout Indonesia regarding how to implement education policies during the emergency period of the spread of Covid-19, there are four points in the circular, namely (1) The National Examination (UN) is canceled (2) The School Examination (US) uses only five semester scores (3) The learning process from home (4) the PPDB (New Student Acceptance) process takes place (Ministry of Education and Culture, 2021).

It didn't stop there that Mr. Nadiem and his staff issued Circular Letter Number 1 of 2020. This circular explains how the mechanism will work regarding the determination of student graduation and the implementation of new students for the 2020/2021 school year. The government provides this new policy in stages for the success of the learning process which should answer the needs of education in Indonesia. In line with that statement, Mr. Nadiem et al issued Circular Letter 0574/H.H3/SK.02.01/2023 concerning educational units to choose categories in the independent curriculum in the 1st category, namely Independent Learning, meaning that educational units use Kurtilas in implementing their curriculum but apply several principles of the new curriculum in carrying out learning and assessment. Category 2 Independent Changes, namely the structure of the curriculum and the application of its principles in carrying out learning and assessments using the independent curriculum and the 3rd category of Mandiri Sharing, namely the Education Unit using the Independent Curriculum structure in developing its education unit curriculum and applying the principles of the Independent Curriculum in carrying out learning and assessment, with a commitment to share good practices with other educational units. In the 3 categories above, it can be described that the Ministry of Education and Culture provides the widest possible space for education units to find out more deeply. namely the Education Unit uses the Merdeka Curriculum structure in developing its education unit curriculum and applies the principles of the Independent Curriculum in implementing learning and assessment, with a commitment to share its good practices with other educational units. In the 3 categories above, it can be described that the Ministry of Education and Culture provides the widest possible space for education units to find out more deeply. namely the Education Unit uses the Merdeka Curriculum structure in developing its education unit curriculum and applies the principles of the Independent Curriculum in implementing learning and assessment, with a commitment to share its good practices with other educational units. In the 3 categories above, it can be described that the Ministry of Education and Culture provides the widest possible space for education units to find out more deeply.

Reported on the Ministry of Education and Culture's website that the independent curriculum has three characteristics, namely developing interpersonal skills and character through projects to strengthen the profile of Pancasila students, focusing on essential, relevant, and in-depth material so that they can take advantage of the time to create ideas and students' skills in achieving basic abilities such as literacy and numeracy, space for teachers to carry out learning commensurate with the stages of mastery and series of each student and make

adjustments to the situation and characteristics and potential of the area then the project to strengthen the Pancasila student profile as an additional activity in understanding teaching material so as to provide opportunities for participants educate.

The Ministry of Education and Culture decorates the "spirit" of education in great detail, but will it continue to run well? The research results show that in terms of the quantity of human resources, information technology facilities and encouragement from the authorized government, they are still confronted with realities on the ground, such as technological stuttering and budget constraints in managing and supporting the successful implementation of the independent learning policy during a pandemic.(Suhartono, 2021). In tune with(Rawati et al., 2022), that support from policy makers is inseparable from the obstacles encountered in the field such as blindness to understanding technology, limited competent teachers and funds to implement policies. While the curriculum continues to develop, along with the development of educational theory and practice, it is added to the current situation in the globalization era(Baro'ah et al., 2023).

Apart from the problems above, many researchers have reported such as:(Rawati et al., 2022)on the other hand this policy helps in tackling learning in the pandemic era, indirectly this policy provides opportunities for all parties, especially students and teachers to exercise independence in practicing the independent curriculum. Other opinions also say that the learning process is not effective and causes the learning process to stop, so that the emergence of an independent curriculum gives hope for the recovery of student learning by looking back at the meaningfulness of the learning process and the uniqueness of each student.(Jojo & Sihotang, 2022).Also articles(Arisanti, 2022)said that this latest curriculum was developed to enhance the quality of education, also this policy answered the needs of education in Indonesia in the 21st century. So that it can be said that the curriculum has a strategic role in the world of education(Santika et al., 2022).

(Suhandi & Robi'ah, 2022)emphasized that this new curriculum is a challenge that requires teachers to improve their own competence in developing learning with this new curriculum. In line with that the research was conducted(Shofia Hattarina et al., 2022)that freedom of learning means freedom of learning, namely giving teachers and students the freedom to study independently and productively as well as free and comfortable learning opportunities for students to create pleasant learning conditions so that students show natural talent in a field of knowledge so that it can be deepened and mastered as a record in accordance with their competence.

The Relationship between the Independent Curriculum and Educational Problems

The independent curriculum policy will definitely provide new challenges to the world of education where this curriculum policy is designed with the hope of providing answers to the changing conditions of education in Indonesia so far. This curriculum is present as an answer to some current educational problems such as the need for students to be able to explore themselves in understanding their interests and abilities in certain fields, students are given the opportunity to choose, design and use learning according to their needs.. This hope also answers the needs of the world of education in entering the era of society 5.0 where the younger generation has strong skills for competence, a sharp level of analysis in seeing a problem and is always oriented towards solutions and problem solving.(Patandung & Pangua, 2022). Currently ongoing education is also being directed towards preparation for intellectual competence (critical reasoning, strategic thinking), personal competence (good character), communicative competence (collaboration in a team) and kinesthetic competence (application of knowledge and mastery of technology)(Goddess, 2019)

In 2021, approximately 2,500 educational units from 34 provinces will begin implementing the implementation of the independent curriculum and show significant learning outcomes and better learning outcomes. This description was obtained based on the results of a survey given to students in grades 1-3 from 612 schools spread across 20 cities from 8 provinces.

Another picture shows the teacher's concern in implementing this curriculum, but from the results of the teacher discussion represented by 50 teachers said they had equipped themselves in implementing this curriculum. (Faiz & Kurniawaty, 2020). This is also an opportunity for students to develop their own competencies, with four basic competencies that are the strengths of educators namely pedagogic, personality, social and professional competencies with the hope that these competencies provide flexibility for educators to carry out the teaching and learning process because that is true independence in the embodiment of this independent curriculum.

According to (Suhandi & Robi'ah, 2022) This new curriculum changes the paradigm of thinking teachers are becoming more independent with the simplification of the preparation of the implementation of learning plans so that teachers' time is not consumed in making them, with the development of an independent teaching platform it provides opportunities for educators to learn independently or even learn from each other and this is coupled with the teacher activator program as opportunity for all educators to learn, share and increase knowledge. From the standpoint of students, the independent curriculum is also expected to be able to answer students' interest in reading and critical thinking. (Hamdi et al., 2022) said the ability to manage learning with curriculum development based on the phases of student development by actively involving children in the process expects changes to the literacy and numeracy abilities of students in full, specifically in 2024 later because at this time it is a transitional process so extra effort is needed from involved parties.

Conceptually, this new curriculum also directs education to the use of technology and information by applying digital learning methods that direct students in mastering science and technology in this era. With the hope that educators and students are technologically literate and continue to learn about mastery of technology that supports educational success. Through this program, the government is also trying to distribute infrastructure in all regions and will gradually lead to significant developments.

CONCLUSION

Based on the explanation above, it can be concluded that the Ministry of Education and Culture's policies related to the independent curriculum can support learning during a pandemic, overcome non-optimal education services during a pandemic, provide hope for rebuilding education in Indonesia, provide the widest possible space for teachers to realize their potential, and can improve standards. or the quality of education in Indonesia in the twenty-first century. The limitations in this research are that it has not examined how the implementation of the Pancasila Student Profile Strengthening Project is implemented in each educational unit, how is the process and what are the obstacles experienced, so that this can be a better topic of study to see as a whole the improvement in the quality of education in Indonesia through the curriculum. independent. It is hoped that this independent curriculum will be one of the solutive options in solving Indonesia's educational problems. The independent curriculum policy is expected to continue to provide fresh air in improving the quality of education in Indonesia.

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