

Conference Paper

Hierarchy of Indonesian History Subjects in the Implementation of the Independent Curriculum

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Abstract.

A nation can be built on the foundation of its education. The quality of an education reveals the progress and decline of a country. A country that has a strong educational foundation will also be able to create superior and globally competitive human resources. However, considering the changes in the character of students who continue to move dynamically following the times, the Ministry of Education and Culture initiated the 2013 Independent Curriculum. A question that arises is the position of history education in the independent curriculum. The current study uses a descriptive causative research method to describe data that have been collected without any intention of making generalized conclusions. The result of this study is the impact on teachers of history subjects related to reducing the number of lesson hours, but the solution adopted is to coordinate P5 (Pancasila student profile strengthening project) as a substitute for reduced hours. As for students, more emphasis is given on contextual learning that is close to the real life of students in order to create meaningful learning.

Keywords: Indonesian history, independent curriculum

1. Introduction

Basically, a nation can be built on the foundation of its education. The quality of an education reveals the progress and decline of a country [1]. A country that has a strong foundation in education will also be able to create superior and globally competitive human resources. To enable a country to develop into a developed nation, superiority with dignity [2]. A country that retreats in education, on the other hand, will not be able to advance its country in terms of development. The education program has undergone a number of adjustments in Indonesia to date, such as frequent curriculum changes [3]. To follow the trend of the times or the development of the times, the curriculum has changed. The Merdeka Curriculum is one of the anticipated curriculums that can address current educational problems and future education [4].

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The Merdeka Curriculum will be mandated and enforced at the early childhood, primary, secondary, and tertiary education levels starting in the 2022-2023 academic year by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2022). Given that the 2013 curriculum has been used for more than ten years, the right amount of time for curriculum improvement and the introduction of a new curriculum is a very important innovation. In addition to its many benefits, the 2013 curriculum must be improved to address a number of contemporary issues, including the COVID-19 pandemic that has been present since early 2020 [5]. In addition, because the character of students continues to develop in response to global trends, adjustments to the educational curriculum inevitably need innovation to adjust to the character of students today [6].

When the 2013 Curriculum was replaced by the Merdeka Learning Curriculum, the structure of the previous subjects, including where history subjects were placed, automatically changed [7]. So there are fears that history subjects will be abolished from the educational curriculum. As a result, there were a number of Indonesian history teacher professional groups (the Indonesian History Teachers Association), history communities, historical education study program associations, and historians who protested [8]. This immediately received a response by the Ministry of Education that history subjects would not be abolished in the educational curriculum [9]. So in the end, the decision of Kemendikbudristek Number 56/M/2022 and BSKAP Decree Number 008/H/KR/2022 were issued, which affirmed that history subjects still have an existing place in the Merdeka curriculum (Kemendikbudristek, 2022).

In the Independent Curriculum, the position of history subjects is not eliminated. However, compared to the previous 2013 curriculum framework, history no longer occupies the same prominent place. If Indonesian history (compulsory) and history (specialization) are contained in the 2013 curriculum, then in the independent curriculum, learning history subjects is only one, namely history subjects, which are not divided between compulsory and specialization again. In the independent curriculum structure, for Phase E (Class X), history subjects are incorporated into social sciences or social studies subjects, along with geography, economics, and sociology. In phase F, namely classes XI and XII, history subjects become subjects that stand alone as a scientific family. The inevitable result of this adjustment is a reduction in the number of hours spent teaching history each week. As a result, history is still a topic, but the amount of study time has decreased.

With fewer teaching hours available, there is another problem or rather, another challenge that is a paradigm shift in the curriculum [10]. The Merdeka Curriculum uses a

learning outcomes-based curriculum base that is different from the competency-based curriculum foundation used in the 2013 Curriculum [11]. This curriculum change is in line with current educational trends, and there is really nothing wrong with it. However, teachers who are familiar with the systematics of grouping core competencies and basic competencies in the 2013 Curriculum will definitely face challenges when reading the formulation of learning outcomes in the Independent Curriculum, which needs adjustments to carry out the implementation process. Chronological (diachronic), synchronic, causality, imaginative, creative, critical, reflective, contextual, multiperspective, developmental, continuous, repetition, and change in human life are just some of the concepts of historical thought included in the objectives of history subjects in the Merdeka Curriculum. In addition, the purpose of learning history is also formulated to “train the skills of finding sources (heuristics), criticism and selection of sources (verification), analysis and synthesis of sources (interpretation), and writing history (historiography)” (Kemendikbudristek, 2022).

As a result, compared to the 2013 Curriculum, the Merdeka Curriculum formulates the idea of historical thought in significant detail. However, the Merdeka Curriculum does not provide specific directions on how to understand the principles of historical thought discussed at length. This includes the absence of comprehensive guidelines on how teachers can teach learners this ability. Therefore, the purpose of this study is to clarify the ideas of historical thought presented in the Merdeka Curriculum through comparison with other works that examine ideas from different authorities in different countries. It also aims to provide teachers with alternative strategies for teaching historical thinking to their students. It's important to talk about this because studying history is essentially learning [12].

2. Method

This study used the descriptive qualitative method. Bogdan & Taylor explain qualitative methods as research procedures that produce descriptive data in the form of written, spoken, and human behavior that can be observed [13]. Descriptive research is research used to describe and describe data that has been collected as it exists without any intention of making conclusions that apply to the general or generalization [14].

3. Results and Discussion

3.1. Impact of the independent curriculum for Indonesian history teachers

There is a concept in education known as curriculum, which is an instructional plan that plays an important role in all aspects of education in society. Indonesia's poor standard of education continues to be a challenge for the country [15]. Given how important the role of the curriculum is for education and human growth and development, creating a curriculum is impossible without a solid foundation [16].

The foundation of curriculum development must be understood and used as a basis for consideration by curriculum implementers, such as education supervisors, teachers, and other parties involved in the task of education management, as well as materials used as instruments in fostering curriculum implementation at every level of education. The foundation of curriculum development is not only needed for curriculum makers or compilers [17].

Based on the Government Regulation of the Republic of Indonesia (2003), Law No. 20 of 2003 concerning the national education system, changes that have occurred in the curriculum in Indonesia are not the first time they have occurred. The independent curriculum is made in order to realize equitable education in every region, so that the purpose of education is to educate the nation and effective and efficient learning is carried out in every region in Indonesia. History lessons have changed significantly from before and reduced the quantity of classroom learning. However, this can be covered by the existence of programs that are integrated with local culture or wisdom [18].

The implementation of the Independent Curriculum is planned as part of the Ministry of Education and Culture's efforts to overcome the long-standing learning crisis, which has worsened due to the COVID-19 pandemic, as explained in the introduction to the Independent Curriculum study book [19]. According to Permendikbud Number 22 of 2020, the Freedom of Learning policy will result in flexible, competency-based curriculum adjustments emphasizing character development, soft skills, and accommodating as well as meeting the demands of the industrial business world.

The assessment system will be formative or support the improvement and progress of learning outcomes and the use of the portfolio. Teachers are given the freedom to create and plan learning programs using learning outcomes set by the Ministry of Education and Culture, research, and technology [20].

The emphasis of the independent curriculum on various components of ability without neglecting aspects of material content is one of the things that encourages and demands how learning outcomes are developed [21]. The ability to think about history

is one of the areas of expertise needed in history lessons. Compared to the 2013 Curriculum, the Merdeka Curriculum has a more comprehensive historical thinking principle. Many concepts of historical thought, including chronological, diachronic, synchronic, historical time and space, change and sustainability, and causation, are included in the Merdeka Curriculum [22].

The freedom of students to choose what subjects they want to learn has an impact on reducing teaching hours in history subjects if there are fewer enthusiasts. One of those affected by this independent curriculum policy is history. Because previously in the 2013 curriculum, history subjects were divided into two, namely Indonesian history as a compulsory subject and history specialization as a maple of specialization for students who entered the social studies class [23].

In the independent curriculum, history subjects, which were once divided into Indonesian history as a compulsory subject and history specialization as a specialization subject, are now history subjects only and are included in general category subjects. It is calculated that in the 2013 curriculum, the number of hours of compulsory Indonesian history subjects is 2 JP, or 2x45 minutes. While in the history of specialization, there were 3 JP in class X and 4 JP in class XI and XII. However, in this independent curriculum, the number of hours of history subjects is only 2 JP a week.

The teaching hours of history teachers will be greatly affected by this circumstance. If some history teachers are forced to lose their teaching hours due to disputes between non-permanent teachers (GTT) and civil servants (PNS), the situation will become much more challenging. Due to the fact that the 24-hour requirement affects non-permanent teachers (GTT) and civil servants (PNS) in terms of wage requirements, irregular teacher salaries (GTT) and civil servants' access to their professional allowances. However, the government provides a solution related to this, for example, becoming a P5 coordinator (Project to Strengthen the Profile of Pancasila Students) and becoming an extracurricular coach in schools, because basically every policy issued by the Ministry of Education, Culture, Research, and Technology must have its disadvantages and advantages. Thus, we must fully support this independent curriculum policy with all the realities we face [24].

The teacher becomes a mediator in the learning process, starting with determining media, methods, learning resources, classroom management, and up to the evaluation stage [25]. It is also mentioned in the study [26]. The relationship between teachers, students, the school environment, and the community will affect the process of learning history. Teaching practices are dominated by teachers as the main actors in any change. Teachers have the authority to direct students in the learning process [27]. So, whatever

the curriculum that applies to the teacher, she will still be a role model for students [28]. The school environment (teacher) has an important influence on the cognition and behavior of learners [29].

3.2. The impact of the independent curriculum for students on Indonesian history subjects

As a teacher, of course, I have a responsibility to form students who have critical thinking skills in history subjects. Teachers must have professional abilities in managing the curriculum so that the goals of learning outcomes can be achieved. In the independent curriculum, the learning process is designed in such a way by the teacher that it is then adjusted to the conditions of the school environment, the students, and their ability to analyze past stories. Thus, it can produce various learning methods for achieving learning objectives. The evaluation of learning is then adjusted to the methods applied in history learning.

The independent curriculum provides freedom for teachers in the application of learning methods to achieve the objectives of teaching history, which are then adapted to several historical sources that can be used as learning aids. Because of the historian's ability to recreate the past when historical sources were accessible, primary and secondary historical sources are very important in the study of history. Similar to how historical sources that learners can use as learning tools are needed to teach learners the ability to think historically, In addition, the independent curriculum clearly requires that this be done so that learners can conduct historical research using primary and secondary sources (Kemendikbudristek, 2022).

From the statement above, it is conceivable that the learning strategy that can be utilized is no longer an expository learning strategy. Learners should be challenged with historical writing projects. Therefore, the learning technique that can be used is no longer an expository learning approach, but according to the statement above, teachers should give students the task of writing history that challenges them to think critically. The task of writing projects is not only in the form of paper reports but can also be in the form of projects that are in accordance with the development or trend of student modernization in the form of TikTok videos, posters, infographics, podcasts, and various other interesting projects. Although reporting formats may differ, it must be recognized that learners should be directed to address the same issues. One historical question, followed by a further, more specific question, can be used to describe this issue [30].

For example, learners can be challenged to answer questions related to the Rengasdengklok event before the seconds of the proclamation to practice diachronic thinking (chronology). When asked, “What exactly was the course of Rengasdengklok events?” learners were instructed to lay out a timeline of events. For example, to practice diachronic thinking skills (chronology), students can be asked to solve problems regarding the Rengasdengklok event before the seconds of the proclamation. Students are asked to write down the chronology of the event by asking the question “What exactly is the course of Rengasdengklok events?”. Students can be given the opportunity to learn from comparative materials, such as the autobiographies of Soekarno and Hatta, so as not to rely only on textbooks. Students can more accurately interpret the Rengasdengklok event by using these two sources and the testimony of the central figure in the incident [31].

Through the program in the Merdeka curriculum, namely the P5 Program (Project for Strengthening the Profile of Pancasila Students), students are expected to be able to grow self-confidence, dare to work, and increase their potential in history learning, as well as their interests and talents in learning. Teachers play a role as facilitators, mediators, and motivators for their students. The P5 project aims to develop the abilities of students by daring to try to hone their interests and talents. Through this P5 activity, it can also build student independence in learning and seeking information and provide opportunities for students to collaborate with their peers about ongoing P5 projects.

Application of P5 (Pancasila Student Profile Strengthening Project) to increase the interests and talents of students by honing skills to produce works or projects that are in accordance with the Pancasila Student Profile. In addition, Project P5 is a flagship program of the Ministry of Education, Culture, and Technology, which requires every school from elementary school to tertiary education to realize students with Pancasila student profiles [32].

The Minister of Education, Culture, and Research, Mr. Nadiem Anwar Makarim, has officially set six indicators of things that must be owned by 21st century students, which are wrapped in the frame of the Pancasila student profile, including: 1) noble character; 2) global diversity; 3) mutual cooperation; 4) independence; 5) critical reasoning; and 6) creativity [33]. Besides that, it was also mentioned [34] that behavior will touch the human dimension of a student.

P5 has themes offered by the ministry, including: 1) sustainable lifestyle; 2) voice of democracy; 3) wealth and technology in building the Republic of Indonesia; 4) building body and soul; 5) Bhineka Tunggal Ika; 6) local wisdom; and 7) entrepreneurship. However, the most relevant theme to be integrated into Indonesian history subjects is

local wisdom, which can be achieved by bringing students to historical places close to where they live. One way to make learners learning about history easier is to emphasize the use of nearby historical locations when teaching history. A teacher's role is to innovate in learning, especially in history. Widja said that real history learning is through historical objects in the environment around students or contextually [35].

The many historical heritage sites scattered across Indonesia serve as reminders of previous civilizations and as a source of historical learning outside the history classroom. Therefore, Indonesian historical heritage sites are expected to play an important role in historical learning related to the use of historical sites in historical learning. Historical sites can be used as teaching resources because they provide more accurate and explainable data. Historical heritage sites can also be helpful in educational history as a teaching tool. Due to the fact that historical heritage sites can help students understand and frame historical events [36].

4. Conclusion and Advice

The independent learning curriculum has a significant impact on history subjects, both for teachers and students, and the strengthening of Pancasila values certainly provides an important position for history lessons. The use of cultural sites in the surrounding environment will strengthen historical learning by providing understanding related to the values of Pancasila. The curriculum provides space for history subjects to be delivered in accordance with their essence, so that learning objectives are achieved.

Through the implementation of an independent learning curriculum, a history teacher takes advantage of this situation to bring about significant changes by creating fun and meaningful history learning for the lives of students so that history subjects are no longer labeled as boring subjects. Research results should be developed by other researchers who can add to our scientific treasure trove of education activists.

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