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An Analysis of Critical Education Study on Independent Learning Campus Policy

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Abstrak

Pendidikan kritis merupakan pendidikan yang mampu membebaskan dari kebodohan, kemiskinan, ketertindasan, dan mengangkat kondisi subjek dari lubang-lubang penindasan maupun ketidakberdayaan, entah manusianya maupun lingkungannya. Merdeka belajar adalah suatu gagasan dimana paradigma pendidikan tidak tersekat dan memiliki makna yang lebih bebas daripada kebebasan hidup. Tujuan penelitian ini adalah untuk mendeskripsikan analisis pendidikan kritis dari kebijakan kampus merdeka belajar di Indonesia. Metodologi penelitian yang digunakan adalah studi Pustaka, dengan menggunakan Langkah-langkah sebagai berikut: mengetahui dan mencari tahu jenis pustaka yang dibutuhkan, membaca jenis pustaka yang dibutuhkan, melakukan pengkajian, menyajikan hasil studi pustaka. Sumber penelitian ini adalah jurnal penelitian, buku dan internet. Hasil penelitian menunjukkan bahwa kebijakan kampus merdeka belajar, belajar merdeka mendukung terwujudnya pendidikan kritis. Hal ini bisa dilihat dengan adanya program-program yang dicanangkan dalam kebijakan tersebut dimana mahasiswa dituntut untuk kreatif, kritis dan berani mengaplikasikan ilmunya dalam wujud nyata. Peserta didik secara sukarela (dapat mengambil atau tidak) untuk mendapatkan haknya misalnya magang.

Kata Kunci: Pendidikan Kritis, Merdeka Belajar, Kebijakan

Abstract

Critical education is education that can free from ignorance, poverty, oppression, and lift the condition of the subject from the pits of oppression and helplessness, both human and environmental. Freedom to learn is an idea where the educational paradigm is not confined and has a meaning that is freer than the freedom of life. The purpose of this study is to describe a critical educational analysis of the policy of independent campus learning in Indonesia. The research methodology used is library research, using the following steps: knowing and finding out the type of library needed, reading the type of library needed, conducting an assessment, presenting the results of the literature study. The sources of this research are research journals, books, and the internet. The results showed that the campus policy of independent learning, independent learning supports the realization of critical education. This can be seen from the programs launched in the policy where students are required to be creative, critical, and dare to apply their knowledge in a real form. Students voluntarily (can take or not) to get their rights such as internships.

Keywords: Critical Education, Freedom of Learning, Policy.

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INTRODUCTION

Education is a means to gain knowledge, where knowledge is a thought process, which will change the direction of human civilization to be brighter (Abdillah, 2017). The philosophical assumption underlying critical education is that education should emancipate and liberate from ignorance, poverty, oppression, and lift the condition of the subject from the pits of oppression and powerlessness, both human and environmental. The inspiration for critical education tries to marry educational philosophy and social movements. Therefore, the distinction of critical education is its sensitivity to all forms of social problems that exist in society (Drianus, 2019).

Critical education is defined as a form of educational thought that does not separate theory and praxis whose main goal is to empower the oppressed to have the awareness to act through emancipatory praxis (Suharto, 2012). Critical education has entered all levels of education, especially higher education (Nur & Amal, 2022). Education is currently experiencing saturation (Hanina, Putri & Faiz, 2021) so that it affects student interest (Sati et al., 2020) it is hoped that critical education can be part of this solution.

The concept of critical education above is very much in line with the policy of an independent campus which was proclaimed at an early age, whereas the regulation the main concept is independent learning. The concept of independent learning focuses on the active learning of students to gain direct experience of various social phenomena that occur in society. This concept emerged as an effort to improve the ability of students in the future (Kurniawan, Saputra, & Daulay, 2020). Students are not only the best graduates who are good at theorizing but are able to realize theory by going into the field with deep knowledge for relevant breakthroughs (Nurhayani Siregar, Rafidatun Sahirah, 2020). Freedom of learning is implemented in learning in the form of the right to plan and organize learning according to the needs of students and the ability of teachers (Kustriyono et al., 2020).

To find out how to analyze critical education studies in the regulation of independent learning campuses, researchers feel the need to conduct library research on the essence of critical education in the independent learning campus.

METHOD

This research method uses a qualitative descriptive approach with a literature study method. Data collection techniques are carried out by searching for and analyzing theories, studies, previous research, and regulations related to critical education and independent learning campus. The sources of the library studies in this research are research journals, books, and the internet.

The steps for collecting this data are as follows:

1. Knowing and finding out the type of library needed
2. Read the type of library needed
3. Conduct a study
4. Presenting the results of the literature study

RESULT AND DISCUSSION

Critical Education Paradigm

According to Henry Giroux and Arronawitz in Adnan Adnan (2018), critical education is education oriented to critical reflection on social systems and structures that cause various inequalities. The critical education paradigm directs students to critical awareness, which is a type of awareness that sees reality as a complex and interrelated unit.

Tabrani (2014) suggests that in an academic context critical pedagogy is called "the new sociology of education" or "critical theory of education". Critical pedagogy construction always involves the name of the

revolutionary educator, Paule Freire. Henry Giroux said, “I associate critical pedagogy with the word of Paulo Freire. And I think that anyone who took up the field, in somewhat, had to begin with him whether they like him or not”. Freire is a critical educator who uses education as a medium for empowering the oppressed through critical awareness building that Freire built and then forwarded by other critical educators, including Henry Giroux, Peter McLaren, Joe Kincheloe, Samuel Bowles, Herbert Gintis, Colin Lankshear, Peter Robert, Far Elias, Mansour Fakih, and others.

In line with that, the concept of critical education in line with the concept of liberation education according to Pulo Freire, in Datunsolang (2017) suggests education that humanizes humans. This is based on his view of seeing the reality of humans experiencing a systematic process of oppression, besides that education should liberate humans from shackled treatments and tend to trample on humanity (dehumanization).

According to Samsudin (2020), Critical education is a paradigm of thinking to build public awareness in the education space by fighting against economic, political, and unequal social relations. Critical education is present and sided with marginalized groups. More specifically, critical education is used as the basis for students' thinking and acting to see the world based on their critical awareness. 7 According to Freire, critical education contributes more specifically to educational practice, namely building dialogical relationships.

Musa Al-Fadhil (Al-fadhil, 2016) explained that Paulo Freire said that transitive (critical) consciousness is characterized by a deep interpretation of various problems, replacing magical explanations with causal explanations; by trying one's inventions; with openness to make revisions; by trying to avoid distortion when understanding the problem and avoiding previously accepted concepts when analyzing the problem; by refusing to change responsibilities; by rejecting passivity; by expressing opinions; by prioritizing dialogue rather than polemic; by accepting a new view but not merely its novelty and by desiring not to reject an ancient view simply because of its antiquity – that is, by accepting what is true according to both the ancient and the new.

Critical education wants a form of freedom from all oppressive shackles. The commitment to always strive through the media of education is a must in the view of critical education. Critical education introduced by Paulo Freire has received a tremendous response in the world of education in various countries because of its concept that can raise awareness of the marginalized. The effectiveness of critical education in revising conservative education is manifested in various forms of social justice so that theoretically critical education gets great attention and becomes a subject of knowledge that is worthy of being developed. Several post-Freire figures such as Henry Giroux, Michael Apple, McLaren, and other names contributed to the development of the concept of critical education (Waseso, 2016).

Meanwhile, according to Setiarsih (Setiarsih, 2017), critical education (critical pedagogy) is a stream of education that emphasizes critical thinking awareness to create an optimistic and democratic education. It is time for education to be developed with critical reasoning to build a new civilization that provides freedom (Ainul Yaqin, 2015).

Based on the explanation of the critical education paradigm above, it can be concluded that critical education should free the mindset of students to think critically to get maximum learning output, namely the creation of academic people who have a high awareness of humanity and the progress of national civilization.

Policies for the Independent Campus to Learn

Independent Learning is a natural learning process to achieve independence. It is necessary to learn to be independent first because there may still be things that shackle the sense of independence, a sense of not being independent, and narrow space for independence. The essence of Merdeka Learning is to explore the greatest potential of lecturers and students to innovate and improve the quality of learning independently (Saleh, 2020).

The main points of this policy include: (1) opening a new study program as regulated in Permendikbud No. 7 of 2020 concerning the Establishment, Amendment, Dissolution of State Universities, and the Establishment, Amendment, Revocation of Permits for Private Universities, as well as Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Universities; (2) higher education accreditation system

regulated in Permendikbud No. 5 of 2020 concerning Accreditation of Study Programs and Universities; (3) legal entity tertiary institutions regulated in Permendikbud No. 4 of 2020 concerning Changes in State Universities to State Universities as Legal Entities and Permendikbud No. 6 of 2020 concerning Acceptance of Undergraduate Students at State Universities; and (4) the right to study for three semesters outside the study program as regulated in Permendikbud No. 3 of 2020 concerning National Higher Education Standards. One of the keys to the success of implementing the MBKM Policy is to make the learning process in higher education more autonomous and flexible, to create a learning culture that is innovative, unfettered, and in line with the needs of higher education institutions. In this case, the study program seeks to develop a curriculum by adjusting to the times and producing alumni who are ready to work following the expected learning outcomes (Baharuddin, 2021).

Through Merdeka Learning – Merdeka Campus, students have the opportunity for 1 (one) semester or the equivalent of 20 (twenty) credits to study outside the study program at the same university; and a maximum of 2 (two) semesters or equivalent to 40 (forty) credits of studying in the same study program at different universities, learning in different study programs at different universities; and/or learning outside of Higher Education. Learning in the Merdeka Campus provides challenges and opportunities for the development of creativity, capacity, personality, and student needs, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets and achievements (Dirjen Dikti Kemendikbud, 2020).

One of the main government policies related to the independent learning campus as the latest breakthrough is:

1. State and private universities are given autonomy to open new study programs if: a) the college has accreditation A and B; b) Study programs can be submitted if there is a collaboration with corporate partners, non-profit organizations, multilateral institutions, or universities in the QS Top 100 ranking; c) the new study program is not in the field of health and education.
2. Cooperation with organizations includes curriculum development, work practices, and work placements. the ministry will work closely with universities and study program partners to carry out supervision.
3. The new study program will automatically get C accreditation. The new study program that is being submitted by PT accredited A and B will automatically get accreditation C and BAN-PT.
4. Study tracer must be done every year

Based on the explanation of the regulation on independent learning above, and the policy on independent campuses, the task of academics is currently increasing, not only graduating students from lectures with a diploma but how to make university graduates have a critical attitude in line with the objectives of the free learning policy

The relationship between critical education studies from the regulation of independent learning campuses can be described in the explanation of the implementation of the policy including:

1. Universities are obligated to give students the right to voluntarily (can take or not). To foster a critical attitude of students, this policy provides complete freedom whether to do an internship or not, where if the student understands the urgency of the internship for his future, the student (by thinking critically) will be motivated to do this activity as a provision of work experience. From this, it can be seen that this policy strongly supports the improvement of students' critical attitudes.
2. Can take credits outside of tertiary institutions for 2 semesters (equivalent to 40 credits). The embodiment of this policy point is where students are given the broadest right to apply their knowledge through internships and get real work experience so that when these students graduate, students are equipped with qualified, skilled, capable, and highly competitive work skills.

3. Students can take credits in different study programs at the same university for 1 semester (equivalent to 20 credits). This policy gives students the freedom to explore deeper knowledge about one material that is an advantage in other campuses. This cross-campus learning is very beneficial for students who want to deepen a material from a qualified lecturer at another campus. In other words, this policy fully encourages students to think critically and applied.
4. Credits that must be taken in the original study program are 5 semesters of the total semester that must be carried out (not valid for health study programs). At this point of regulation, critical education has a very large portion, where the time available for regular lectures requires students to think critically in fulfilling credit cards that will be carried out on other campuses, or in community service places.

Thus, the entire contents of the regulation on independent learning campuses have the essence of increasing critical thinking of students, lecturers, and all educational stakeholders for the realization of the educational goals proclaimed by the Law of the Republic of Indonesia.

The implementation of the independent learning campus policy requires many supporting factors. One of them is funding. This regulation has received an increase in funding, the increase in funding targets three main goals, namely: Graduates can find jobs more easily and earn decently, lecturers better understand the needs of society and industry and the curriculum will further hone collaboration and problem-solving skills (Kemendikbud, 2020). With this increase in funds, critical education which is the spirit of the free learning policy should be realized. It's just a matter of how it is implemented, each party is expected to be able to take advantage of this regulation in order to achieve the ideals national and global, This is in line with research conducted by Kurniawan, Saputra, Aiman, et al., (2020).

CONCLUSION

1. Critical education is defined as a form of educational thought that does not separate theory and praxis whose main goal is to empower the oppressed to have the awareness to act through emancipatory praxis.
2. Freedom of learning is implemented in learning in the form of the right to plan and organize learning according to the needs of students and the ability of teachers.
3. Based on theoretical studies and the results of previous research on critical education, and analyzing the regulation of independent learning campuses, it is found a wedge where the essence of this educational policy is to increase critical thinking for students, lecturers, and universities as well as parties involved in the administration of education in Indonesia.

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