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The Relevance of Social Studies Education in the Independent Curriculum to the Thoughts of Ki Hadjar Dewantara

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ABSTRACT

The problem of dehumanization in education is still felt by students in the global era with rapid technological developments. Thus causing a generation of moral value crises. This study aims to find out how the relevance of social studies education to the independent learning curriculum with the thoughts of Ki Hadjar Dewantara. The research method uses the library method with books and articles from journals as sources. Data collection techniques using literature, coding, and recording. This research has findings that IPS Education as a social science discipline has a high social responsibility in upholding democratic values, to create equality and justice in the educational environment. So that all students can enjoy freedom during the learning process. In line with the concept of an independent curriculum which provides opportunities for students to choose and determine methods in the learning process. Relevant to Ki Hadjar Dewantara's thought that education must humanize humans, so students are not oppressed by being dominated by teachers in the learning process. According to Ki Hadjar Dewantara, the concept of independence does not mean freedom to do as you please, but freedom based on order and respect for the rights of others. Independence here does not only apply to students but also applies to educators so that the education and learning process takes place humanely. Social studies education with democratic values and the concept of independence from Ki Hadjar Dewantara has indeed been fully realized in the currently ongoing independent learning curriculum, to achieve education in Indonesia that promotes humanism and justice.

Keywords: Social Science education, Independent Curriculum, Ki Hadjar Dewantara Education

1. INTRODUCTION

Independence in education is currently being intensively voiced in every educational institution. Independent education is not enough with compulsory education rules, but the meaning of independence must be understood. Based on the educational approach that independence means developing potential and skills that encourage critical, creative thinking and independent initiative. This kind of thinking is not instantly obtained by students without internalization in the learning process.

The reality of education today is experiencing a value crisis. Education only prioritizes graduates who are cognitively smart, and master a lot of theory and technology but are dry of human and social values. Generation Z tends to live a life dominated by technology, thus dissolving the values of caring for their social environment. According to [1] technology in this era of globalization also encourages dehumanization, students are currently only sensitive and appreciative of basic values, such as material things, hedonism, and prestige. This is due to the output-oriented educational process.

Demands for students to excel to maintain the existence of the school's good name provide space for the practice of educational dehumanization and injustice that torments students. This injustice is felt by students who have not gotten achievements at school, instead, they are not given enough attention and do not get
appreciation from the teacher [2]. This case proves that there is a contradiction that education in schools has lost its role in educating the nation and changing the mindset of students. The results of the research conducted by [3] state that oppressive education results in dehumanization in the world of education, where students are only objects who are obliged to accept whatever is given by their teacher.

Based on this case, it reflects that the educational independence felt by students has not been fully obtained. Social studies education subjects have an important role in giving the meaning of independence in getting an education. Social studies education aims to shape students' understanding of democratic values and justice. The urgency of social studies education should have been implemented in the material so that social studies education is not only a subject that merely transfers knowledge but also transfers character values.

The government's current effort is to create an independent learning curriculum policy. This curriculum took the initiative to create independence in education. Freedom of learning gives freedom to students to choose and organize the learning process they are interested in. This independent curriculum is not a new thing in Indonesia. An independent education was initiated by Ki Hadjar Dewantara. According to Ki Hadjar Dewantara, the concept of education is to free students from the inner aspects (thinking, politics, mentality), while the concept of teaching is to free students from the outer aspects (poverty).

The urgency of referring to Ki Hadjar Dewantara is because Ki Hadjar Dewantara is one of the figures who pioneered the national education system based on personality and national culture. The philosophical foundation initiated by Ki Hadjar Dewantara should still be used as a foundation in current educational practice in Indonesia because it is not inferior to modern educational thought and theory. Based on the problem of dehumanization that still occurs in the educational environment, the existence of the thought of Ki Hadjar Dewantara and the existence of an independent learning curriculum. So that researchers are interested in knowing the relevance of social studies education to the independent curriculum with the thoughts of Ki Hadjar Dewantara.

2. RESEARCH METHOD

This study uses library research methods [4]. In this study, the researchers aimed to describe social studies education in the independent curriculum with the thoughts of Ki Hadjar Dewantara. Sources of data in this study are scientific books and journals which contain various explanations about the works of thought of Ki Hadjar Dewantara and PIPS. The instrument in this research is the researcher himself (human instrument). The data collection technique uses three steps, including (1) literature study (2) coding or coding, (3) recording. Data validity uses credibility, transferability, and confirmability.

3. RESULTS AND DISCUSSION

This research resulted in the finding that social studies education has a strong relevance to the thoughts of Ki Hadjar Dewantara.

3.1. Social Science Education

Social studies education is a subject whose scope of material is very complex covering several disciplines including geography, sociology, history, and economics. Social studies education has an important role in realizing students who have noble personalities and care about the problems that exist in society. Social studies material does not only study theory but knowledge that can be implemented directly in life.

One of the important values for students to have is the value of democracy. As a member of the community of a nation and state, being a democratic citizen is a necessity for every individual. The subjects that are relevant to applying democratic values are Social Sciences. The value of democracy is important to have because it is the goal of IPS education and the ideals of national and state life.

According to [5] democratic society views that every citizen has the same level of equality, regardless of social background and mutual tolerance among citizens. Democratic values in social studies education include teaching human rights which has the aim of understanding students' freedom of speech, opinion, and assembly so that students will realize the importance of a just and inclusive society.

Social studies education is a means of transferring democratic values to students. Following the development of the independent curriculum, the teacher is only a facilitator, so the role of students to develop their skills is given freedom. So far, many teachers have not understood the concept of democracy in learning, so students are not given the space to develop their potential.

Social studies education has an important role in creating students who are critical and concerned about problems in society, as well as forming a humanist educational climate. Humanist education not only provides knowledge about the material being taught but also needs to live up to and understand the human side of each student. Humanist PIPS has continuity with Ki
Hajar Dewantara's thoughts which guide the natural strength that exists in students so that they can become good members of society. This can be realized by complying with the rules that apply both in society and at school.

According to [6] IPS education uses an inquiry learning model, thinking skills (thinking skills) that focus on critical thinking skills and creative thinking skills, problem-solving (problem-solving), and decision making (decision making). The ability to think critically in IPS education is very important to be applied in solving social problems in life. Therefore, the value of democracy in students needs to be implemented. So that students will care about the conditions that occur in society.

IPS education as a subject and scientific discipline should have a foundation in its development. IPS education has eight foundations to develop various thoughts related to IPS Education, including philosophical, ideological, sociological, anthropological, humanitarian, political, psychological, and religious foundations [7]. The existence of this foundation will strengthen the body of knowledge of IPS Education to exist and develop wider again. Based on some of the expert opinions above, a conclusion can be drawn that PIPS as an educational discipline and subject has a basis for developing the structure, methodology, and utilization of PIPS as an educational discipline.

3.2. Independent Curriculum

An independent curriculum is an educational idea or concept that gives freedom to teachers and students in the learning process. According to [8] the independent curriculum gives teachers the freedom to create fun but meaningful learning. According to [9] the independent curriculum movement means that teachers and students have the freedom to innovate and learn unassisted and creatively.

The independent curriculum emphasizes several aspects including (1) schools are given freedom in curriculum development, (2) students receive quality education in an inclusive and equal manner, (3) students receive competency-based education with a focus on skills, knowledge and attitudes that are relevant to real life, (4) learning in the independent curriculum uses an active, collaborative, and participatory learning approach, (5) aspects of student character are integrated with moral, ethical, and honest values in learning activities. This aspect is the meaning of the independent curriculum. Equality in the school environment should be upheld again, to create a school environment that is free from bullying.

The concept of independence in the learning process does not mean that students are freed without rules. Instead, students are given the freedom to follow the learning process. Students have different backgrounds, therefore the teacher cannot equate one method for all students, and the results are certainly not optimal. The teacher's role is to understand the potential and interests of students so that it can facilitate the determination of learning models.

3.3. Ki Hadjar Dewantara's thoughts on independence

Ki Hadjar Dewantara whose real name is Raden Mas Soewardi Soerjaningrat is an educational figure and a hero in Indonesia. Thanks to his struggle, Ki Hadjar Dewantara earned the title of father of Indonesian Education. He is the founding figure of Taman Siswa. Ki Hadjar was very determined to fight for the independence of education and independent education. Education must be accessible to all without discrimination and must liberate individual minds.

Ki Hadjar Dewantara [10] in his book explains the principle of independence as his discipline based on high life values, whether living as an individual or as a member of the many communities in his environment. Meanwhile, the principle of natural nature is that human origin is a creature, that is part of its natural nature. If living humans can unite themselves with nature, then it can be defined that the individual can develop naturally.

According to Ki Hadjar Dewantara, independence is an absolute requirement to carry out education based on the recognition of natural power. Independence both physically and mentally possessed by students is a liberation process effort in overcoming the weaknesses that shackle them to develop into professional and responsible individuals. [11] said that the concept of education according to Ki Hadjar Dewantara emphasizes the existence of independence both physically and mentally as well as the concept of independent learning which is based on the among system. Freedom does not mean freedom to do as you please but freedom based on order and respect for the rights of others. Independence here does not only apply to students but also applies to educators so that the education and learning process takes place humanely.

[12] Revealed that Ki Hajar Dewantara's educational concept is the among system which is based on the nature of nature and the nature of independence as well as the three educational centers which include family, school, and community. According to Ki Hajar Dewantara in Pusara, he explained that the among system has the goal of liberating education both physically and mentally for students. Education should help students to become independent physically, mentally, and spiritually. Independence is related to efforts to shape students to become individuals who...
have responsible freedom so as to create harmony with society.

[13] Reveals that the concept of education according to Ki Hadjar Dewantara contains humanist and religious content that is applied in Taman Siswa education. The Taman Siswa educational institution aims to maintain and grow the seeds of culture and fight against the colonial education system which is intellectual, individual, and materialist in nature.

Ki Hadjar Dewantara explained that the indicator of an independent human being is a human being who lives physically and spiritually without being disturbed by other people, but he can stand on his own feet, meaning that the education system can make each individual live independently and think for themselves.

Students need a balance between their potential and a conducive environment, both from the family, school, and community environment. Each aspect has its role to help realize humanist education. Humanism education when associated with Ki Hajar Dewantara's education "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani", has harmony, namely being able to develop, appreciate, and respect the human side of everyone [14]. Humanist education that is directed to the interests of all components of education is not only oriented toward students but also toward teachers. Humanist education will be balanced when in the concept and flow of alignment it is not only directed at the interests of students but also must be directed at the teacher as a figure to be admired and emulated.

3.4. The Relevance of Social Studies Education to Ki Hadjar Dewantara's Thoughts

Social studies education has the goal of making students who are responsive, useful, and able to manage their surroundings well [15] the study discussed in social studies education is about humans as social beings who interact with the environment all the time. IPS education has a high social responsibility in creating good citizens. Good citizens can be reflected through good behavior, complying with regulations, and caring for the environment.

Social studies education is not just theoretical learning but must be able to implicitly insert character values to equip students to live and be accepted in society. IPS learning plays an important role in the formation of the character of the Indonesian nation. The character possessed by students is a reflection of knowledge and values in finding prosperity and happiness at school. The challenges of this dynamic development of the times, the role of the teacher is needed in internalizing character values.

According to Ki Hadjar Dewantara, education is a guide that guides all the natures that exist in students so that they as humans and as a society can find the highest prosperity and happiness in life [16] Ki Hadjar Dewantara's concept of thought explained that educators have a big responsibility towards the formation of the character values of their students. This is in line with the independent learning curriculum currently implemented in Indonesia which contains humanist policies and seeks to restore the essence of teaching and learning, namely that educators and students learn together.

The independent curriculum principle uses the theory of humanism which focuses on human potential to seek and find the abilities they have and develop their abilities. According [17] to the theory of humanism is a learning concept that looks more at the side of the development of human personality. This theory of humanism aims to shape human beings as aspired and humanize humans.

Humanism encourages achievement democratic values in social studies education are related to the independent curriculum and the thoughts of Ki Hadjar Dewantara. The integration of democratic values in social studies education can help create a generation that has the knowledge skills and attitudes needed to contribute positively in a democratic society. This is important to ensure that democracy can function effectively and produce a just and equitable society.

The condition of education in Indonesia if democratic values are accepted will have an impact on equality in obtaining education. Equality in question is prioritizing equal rights and obligations, as well as equal treatment in the ongoing educational process. This does not only apply to students but teachers and educators must also be able to internalize democratic values. To create an educational environment under the ideals of the nation.

The praxis of education must be rooted in the identity and noble treasures of the nation's culture or the indigenization of education as a prerequisite for realizing a just and civilized social transformation. The indigenization of education is oriented toward development theory and is contextual, responsive, and relevant to the demands and needs of the times. Education in schools, from elementary to tertiary levels, has a very important role in the formation of cultural identity and the formation of a nation of character that distinguishes it from other nations. Under the educational praxis of Ki Hajar Dewantara which focuses on the interdependence of culture and education [13]

4. CONCLUSION

Social studies education is a group of social sciences that have an important role in realizing humanist education. One of them is by upholding
democratic values in the learning process. The application of democratic values can be in the form of freedom of speech, opinion, and assembly, to realize the existence of a just and inclusive society. This is driven by the current independent curriculum which gives freedom to students to choose and determine their learning process so that they can explore their potential according to their interests and abilities. This has relevance to Ki Hadjar Dewantara's thoughts on independence in education. Independence is an absolute requirement to carry out education based on the recognition of natural natural power. Independence both physically and mentally possessed by students as an effort to the liberation process in overcoming the weaknesses that shackle them to develop into professional and responsible individuals.

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REFERENCES


