

Analyzing The Position of History Lessons in The Independent Curriculum

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Abstract

The development of history subjects in Indonesia has experienced dynamics along with changes in curriculum, learning methods, and the role of teachers. History teaches the chronology of events and shapes character, nationalism, and national identity. The Merdeka Curriculum emphasizes the crucial role of history learning in creating the profile of Pancasila students who reason critically, are independent, creative, cooperative, have global diversity, and have noble character.

This paper discusses the role of history subjects in shaping students' understanding, awareness, and character of the origins of civilization, important events, and community values. The research focuses on the development of history subjects in Indonesia and the role of history learning in the context of the Merdeka Curriculum. The research method used is a document study, collecting data from various literature sources.

The history learning method in the Merdeka Curriculum emphasizes flexibility, freedom, and integration with the characteristics of students. History learning aims to develop students' historical thinking skills, creativity, and active involvement. Curriculum changes, such as the 2013 Curriculum and the Merdeka Curriculum, reflect an awareness of the vital role of history in shaping national character and identity.

INTRODUCTION

History as a subject has a central role in shaping students' understanding, awareness, and character of the origins of civilization, important events, and values rooted in community life. The development of history subjects in Indonesia reflects the dynamics of education that continue to change over time, involving changes in curriculum, learning methods, and the role of teachers as facilitators. In the context of the Merdeka Curriculum, history subjects play a crucial role in creating a Pancasila learner profile, which includes critical reasoning, independence, creativity, cooperation, global diversity, and noble character. Based on this, the problem to be discussed is the development of history subjects in Indonesia and the role of history learning in the independent curriculum. History, as a science that studies past events, provides an understanding of the chronology of events and becomes an instrument to shape character, nationalism, and national identity. Through learning history, students are expected to internalize the values of social, community, and national life. However, the journey of developing history subjects in Indonesia is inseparable from the dynamics of curriculum changes and the developing educational paradigm.

RESEARCH METHOD

The method used in this research is document study research. Document study is a method

used to obtain information in books, archives, documents, written figures, and images through reports and information supporting research (Sugiyono, 2011). Document study in this study is a series of activities related to library data collection methods, reading and recording, and managing research data objectively. Data collection techniques are used by collecting, classifying, and analyzing data to conclude. (Creswell, 2018) Moreover, it analyzes data using descriptive methods to describe or summarize data systematically, structuredly, and objectively. Of course, the methods described will be used to examine the problems to be discussed, namely, the development of history subjects in Indonesia, and see the role of history learning in the independent curriculum applied in the implementation of education in Indonesia today.

RESULT AND DISCUSSION

A. Development of History Subjects in Indonesia

History is widely known as a branch of science that examines phenomena related to the past; the point of study is faced with humans as objects and subjects. According to Kochhar, History as a science describes society's development through a lengthy process. History is also the only subject that describes the origin and development of civilization, the history of human struggle from the early stages to the present stage of world life (Kocchar S.K, 2008). One of history's characteristics is periodization or division, an element highlighted in learning history.

History learning is an interaction between students and their environment so that there is a change in behavior for the better. In the 2013 national curriculum, Sudirman AM stated that History Learning is a process of activities that encourage and stimulate students to reconstruct and gain historical knowledge. This edge then occurs through the process of internalizing values related to various aspects of social and national life and living human values, thus bringing about changes in behavior as a process of developing the personality of the character of students. In other words, learning history is a process to build students through historical messages to understand various aspects and problems of community and national life to become more critical, wise, empathetic, and have a national spirit to have a strong and dignified identity. Thus, it can be concluded that learning history has a significant meaning for society and the nation.

It can be concluded that history is a subject that instills knowledge and values about the process of change and development of Indonesian society and the world from the past until now. Learning history is an activity by the teacher to assist students in gaining knowledge and experience from the past to behave with a perspective of wisdom. As a science, the position of history in learning has an essential purpose.

According to (Widja. I Gede, 1989), the purpose of learning history is to master aspects of knowledge. The aspects in question include mastery of knowledge about human activities in the past, both internally and externally. Meanwhile, in Permendiknas No. 22 of 2006, the learning objectives of history are divided into several points as follows:

- Build learners' awareness of the importance of time and place as a process from the past, present, and future
- Train learners' critical thinking to understand historical facts using a scientific approach and methodology correctly.
- Foster students' appreciation and respect for historical heritage as evidence of the civilization of the Indonesian people in the past
- Foster students' understanding of forming the Indonesian nation through a long history is still in the process now and in the future.
- Fostering awareness in learners as part of the Indonesian nation who have a sense of pride and love for the country that can be implemented nationally and internationally in various fields of life.

The education system in Indonesia has undergone many changes from time to time. They are starting with curriculum changes, teaching and learning processes, utilization of facilities and infrastructure for the education system, and even improving the quality of teachers as educators (Mubarok et al., 2021). This is not far from the times and the need to face challenges. The habits of each era change in line with the changes obtained from the educational process itself. Education can birth creative, innovative things and help us overcome every development (Sumantri B.A, 2019).

The development of this era is then attached to curriculum changes, which ultimately significantly affect history lessons in Indonesia. The position of both implied and explicit history subjects can be seen from the applied curriculum. Political dynamics and national development orientation determine the government's attention and perspective in viewing history. For example, at the beginning of Indonesian independence in 1945, history in education was seen as a tool to foster national awareness of the concept of culture and patriotism. This is by the state of Indonesia, which has just become independent. Then, in 1950, the urgency of history education mandated that events that can be proud of and show the glory of our nation must be emphasized as clearly as possible in learning history as a form of fostering the spirit of nationalism.

After the Presidential Decree of July 5, 1959, Indonesia entered the era of Guided Democracy. The concept of learning history as indoctrination began to emerge. Several doctrinal materials led the history education

curriculum as a tool of revolution against imperialism, neocolonialism, feudalism, and capitalism. This was because Indonesia's political situation emphasized neutral foreign policy. This concept then lasted until the 1964 (Pancawardana) and 1968 (Transition) curricula, when the New Order period began. The emergence of the 1975 curriculum then became an excellent educational policy foundation, especially in the history education curriculum, because the New Order government succeeded in publishing six volumes of Indonesian National History books. This book was compiled based on the vision of the New Order government to control the collective memory of the Indonesian nation.

The decline of history learning then began to be felt in the 1994, 2004, and 2006 curricula. History learning is no longer echoed; this is in line with the changing direction of education in Indonesia, which has entered the era of science and technology and no longer culture. So that the government's focus is no longer building history learning as an indoctrination tool. Science here is the main focus of the government. In the 2013 curriculum, the government finally realized the role of history lessons as a means of positive character building, nations, and character building, especially in the era of globalization. The implementation of the 2013 Curriculum places history as an essential subject. The position of history pedagogically deserves a place in the curriculum. The reasons that can explain it include: (1) history contains essential lessons for humanity from time to time; (2) history is an answer to prepare the nation's life in the present and future while resting on the identity built in the past; (3) history is interpreted as an effort to pass on the splendor and glory of the nation in the past to the younger generation; (4) history is a powerful political medium, forming collective memory in maintaining the integrity of the nation and state; (5) history can develop various basic potentials in humans, such as critical thinking, creative thinking, imaginative thinking, diachronic thinking, synchronic thinking, self-awareness, making and making decisions, expressing opinions, rhetoric, writing, and others; (6) history introduces students to one of the scientific approaches, namely historical science.

The education system must change to improve education's contribution to society's welfare (Amalia M, 2022). For this reason, starting in 2022, Indonesia is developing an independent curriculum, which is predicted to improve K13. The independent curriculum is a curriculum that was once referred to as a prototype curriculum, which was then developed as a more flexible curriculum framework while focusing on essential material character development and learner competencies. (Siregar. K.Z.B & Marjo H.K, 2022). Including one of them in history education at the SMA / SMK level. History education integrated with character education is a solution to answer the challenges in the world of education today through an independent curriculum in the profile of Pancasila

students. (Irawati D et al., 2022). There has been a gap between educational practices and students' character; what is wrong with our educational practices today?

B. The Role of History Learning in the Independent Curriculum

History learning in the Merdeka Curriculum has a crucial role in shaping students' awareness, understanding, and moral values regarding the historical origins of their nation. This is in line with the objectives of learning history in the Merdeka Curriculum, namely, creating and developing awareness of understanding of oneself and collectively as a nation, as well as fostering feelings of pride, nationalism, patriotism, moral values, and cooperation.

The free curriculum creates two essential tools to support, improve, and restore the teaching and learning process. (Priantini D.A.M.M.D et al., 2022) That way, history is not only a lesson that teaches about the past but also fosters identity as part of the nation's identity to students.

History teachers must be essential in stretching the relationship between the past, present, and future to achieve this goal. Teachers become the driving force that stimulates learners' thinking and creativity through creative, imaginative, critical, and reflective skills based on factual information.

The Merdeka Curriculum provides teachers with flexibility and freedom in designing learning that accommodates learner diversity to optimize learner development and allow teachers to carry out a more contextual and creative approach. Teachers and learners work together to create a pleasant environment so that they can accept diversity.

In history lessons, this curriculum seeks to instill historical thinking skills, namely critical and analytical thinking in students. History learning is designed so that students are simultaneously able to be observers and questioners, collect and organize information, draw conclusions, communicate, and also be able to reflect and plan further projects collaboratively.

The Merdeka Curriculum provides historical mindset skills, including diachronic chronology, synchronicity, causality, imaginative, creative, critical, reflective, contextual, multiperspective, recurring continuity, and transformative (Kemendikbudristek, 2022).

In the Merdeka curriculum, history lessons play an essential role in shaping the nation's identity and creating a sense of nationality as the character and basic framework of the Merdeka Curriculum, namely developing the Pancasila Student Profile in students. There are six profiles of Pancasila Students, namely: 1) Critical Reasoning, 2) Independent, 3) Creative, 4) Gotong-royong, 5) Global diversity and 6) Noble character.

The concept of history learning in the Merdeka Curriculum emphasizes freedom and flexibility. In learning history, freedom and flexibility allow students to choose the material they want to learn. In addition, teachers also have the freedom to choose teaching methods and tools that suit the needs of students. Implementing the Merdeka Curriculum in education units is an independent choice by adjusting the readiness and characteristics of education units.

Learners are empowered to play an active role in the learning process and be able to utilize Information and Communication Technology (ICT) through collaborative advanced project planning by implementing the P5 Project (Projek et al.) as a form of practical experience for students.

The Merdeka Curriculum emphasizes the importance of creativity in the learning process. Creativity can encourage learners to develop a deeper understanding of historical events. Through projects and creative expressions carried out by learners, they will recreate historical situations that can help them see historical events from various perspectives and look back at them in different ways. This will be an emotional bridge that can connect learners with historical events and make historical information more embedded and meaningful to learners.

Progressively, history learning must be able to contextualize various events that occurred in the past with various events experienced now so that we can reflect on each other, evaluate, compare, or make decisions, as well as an orientation for a better future life.

The vital presence of history subjects in the curriculum is also based on the ability of history subject content to develop the various basic potentials of students as humans and integrate the diversity of Indonesian culture in learning so that they can understand history lessons from various perspectives to create inclusiveness. Wineburg (2001:11) says, "Historical knowledge should serve as a bank of contemplating present problems."

There are thirteen formulations of history learning objectives in formulating history learning outcomes. The formulation of these objectives are: (1) to develop historical awareness; (2) to develop an understanding of oneself; (3) to develop a collective understanding as a nation; (4) to develop a sense of pride in the glory of the past; (5) to develop a sense of nationalism and patriotism; (6) to develop moral, humanitarian, and environmental values; (7) to develop the values of diversity and mutual cooperation; (8) to develop an understanding of the human dimension, namely the ability to analyze thoughts, spiritual atmosphere, (9) to develop an understanding of the spatial dimension, namely the ability to analyze the relationship or interrelationship between events that occur locally, nationally, and globally; (10) to develop an understanding of time, namely the ability to see events as a

whole including the dimensions of the past, present, and future, as well as analyze development, continuity, repetition, and change in human life; (11) train diachronic (chronology), synchronic, causality, imaginative, creative, critical, reflective, contextual, and multiperspective thinking skills; (12) train source finding skills (heuristics), source criticism and selection (verification), source analysis and synthesis (interpretation), and historical writing (historiography); (13) train the skills of processing historical information non-digitally and digitally in various forms of historical applications, sound recordings, documentaries, photos, mock-ups, vlogs, story boards, timelines, infographics, videographics, comics, posters, and others.

This aims to meet the standards of students' skills: Historical Conceptual Skills, Historical Thinking Skills, Historical Consciousness, Historical Research, and Historical Practice Skills.

When viewed in terms of Proficiency Standards, many skills must be taught to students, starting from historical concepts to later students conducting historical research and practice. It requires teachers to build and develop learning ideas in the flow of learning objectives. This aims to process student learning activities, and later, students can reflect on the learning. Teachers are also more creative in creating interactive and fun learning methods, strategies, and modes, including creating learning media content owned by schools and students. Since the Merdeka Curriculum has a practical element of history, teachers must utilize libraries, museums, inscriptions or historical objects, and digital tools such as smartphones for media in learning.

Teacher creativity becomes dominant in developing learning in the classroom to make it more enjoyable. Students can also understand and interpret the material taught so that the old stereotype of history as a subject that focuses on memorization disappears.

History education is a process of internalizing educational values to develop students' potential so that they have a system of thinking, values, morals, and beliefs inherited from their society and develop this heritage in a direction suitable for present and future life. History as one of the subjects can be an appropriate medium to develop character education.

CONCLUSION

The development of history subjects in Indonesia reflects the changing paradigm of education and the demands of the times. From the curriculum aspect, history has become a political tool to shape national identity. Over time, this approach changed in line with political and social changes in Indonesia.

The Merdeka Curriculum significantly changes history learning, providing flexibility to teachers and learners. The main driver is creating learners with Pancasila character through creative and contextualized history learning. Nonetheless, challenges remain, especially related to limited learning time.

History is considered a tool to shape character, nationalism, and national identity. Through history learning, students are expected to internalize the values of social, community, and national life. In conclusion, history subjects play an important role in shaping the younger generation who have a deep understanding of the history and character of Pancasila as the moral and cultural foundation of the Indonesian nation.

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