



The Relevance of Ki Hajar Dewantara's Educational Basis “Education That Independent Students” in Differentiation Learning in the Independent Curriculum

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ABSTRACT

Purpose of the study: This research aims to explore the relevance of Ki Hajar Dewantara's basic concept of education, namely “education that liberates students” in the context of differentiated learning in the Independent Curriculum.

Methodology: The literature study research method will be used to examine relevant theories, as well as the results of the latest research which examines the relationship between Ki Hajar Dewantara's educational concept and differentiated learning in the context of the Independent Curriculum.

Main Findings: A critical analysis of the literature will be conducted to identify similarities, differences, and practical implications of the concepts.

Novelty/Originality of this study: The values of freedom, equality and respect for individual uniqueness promoted by Ki Hajar Dewantara are reflected in the differentiated learning practices in the Merdeka Curriculum. Differentiated learning allows for strong inclusion, equity in educational access, and recognition of individual differences in student needs and interests. This concept provides a strong philosophical foundation for creating an inclusive, adaptive, and student-centered learning environment, in accordance with the spirit of freedom, equality, and respect for individual uniqueness.

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1. INTRODUCTION

Ki Hajar Dewantara, whose real name is Raden Mas Soewardi Soerjaningrat, is one of the most respected educational figures in Indonesia His main idea about education is that it should be a tool to liberate, empower and liberate students from all limitations. For him, education is not just about absorbing knowledge, but more about opening the doors of freedom and opportunity for each individual. This concept symbolizes his vision of inclusive education, which respects the uniqueness of each student and provides space for them to grow according to their individual potential and interests [1]. Ki Hajar Dewantara emphasized the importance of a student-centred approach, where teachers are not only transmitters of information, but also learning facilitators who help students discover and develop their own interests and talents [2]. For him, forcing knowledge on students violates fundamental human rights, namely the right to learn and develop according to one's potential. Therefore, the concept of “education that liberates students” does not only include academic learning, but also learning that includes creative, social and emotional aspects [3]

Ki Hajar Dewantara's approach to education also emphasizes the importance of empowering students, which includes giving them the skills, knowledge and confidence to take an active role in society. For him, education should be a tool for changing society, and this can only be achieved if every individual is empowered to become an agent of change in their own sphere. Therefore, education that liberates students not only has an impact on students' personal lives, but also on the progress and welfare of society as a whole [4]. Through his revolutionary ideas about education, Ki Hajar Dewantara has left a strong and inspiring legacy for education in Indonesia and throughout the world. Her contributions were not limited to the classroom, but also inspired social change and thinking about human rights. His principles of liberating, empowering, and liberating students remain relevant and provide valuable guidance for educators in creating learning environments that are inclusive, student-centered, and oriented towards lifelong learning.

The Merdeka Curriculum is a new paradigm in the world of Indonesian education which places innovation and differentiation as the main foundation [5]. The main aim is to provide more space for experimentation and variety in learning, reflecting the spirit of independence in education. In the Merdeka Curriculum, education is seen as a tool to empower students and produce creative, critical and independent individuals [6]. One of the main characteristics of the Independent Curriculum is the autonomy given to schools and teachers. They have greater freedom in adapting the curriculum to their local needs and context. This allows learning to be more relevant and directly linked to students' daily lives, as well as allowing for a more differentiated approach according to individual needs [7].

By providing greater space for innovation, the Merdeka Curriculum promotes experimentation and the development of best practices in education. This allows teachers to explore a variety of teaching methods and learning approaches to suit their students' needs and interests. In addition, through differentiation, this curriculum opens the door to recognizing and adapting to the diversity of student abilities, interests and learning styles [8]. By providing greater space for innovation, the Merdeka Curriculum promotes experimentation and the development of best practices in education. This allows teachers to explore a variety of teaching methods and learning approaches to suit their students' needs and interests. In addition, through differentiation, this curriculum opens the door to recognizing and adapting to the diversity of student abilities, interests and learning styles [9].

Differentiated learning is an approach that recognizes that each student has unique needs, interests, and learning styles. In this context, teachers pay attention to individual differences between students in terms of academic abilities, interest in certain subjects, and the way they process information. This approach aims to ensure that each student can reach their maximum potential by providing learning experiences that suit their needs [10]. One of the main challenges in differentiated learning is managing heterogeneous classes. In heterogeneous classes, students have varying levels of ability, from very capable to those who need extra help. Teachers need to find adequate and fair ways to provide learning materials that suit each student's needs and ability level [11].

Managing a heterogeneous classroom requires a deep understanding of the individual needs and characteristics of each student. Teachers must be able to identify the strengths and weaknesses of each student, and develop learning strategies that can adapt to these differences. This requires patience, thoroughness and creativity in designing and delivering learning materials. Differentiated learning also requires teachers to have flexibility in their teaching approaches. They need to be ready to adjust their learning plans in real-time based on student responses and needs. This requires the ability to think quickly and change learning approaches according to emerging situations in the classroom.

The implementation of the Independent Curriculum, which emphasizes differentiated learning, still faces various challenges in practice. While many studies have discussed the technical aspects of differentiated learning, research exploring the application of Ki Hajar Dewantara's principles of independent education within this context remains limited. This creates a knowledge gap regarding how the concept of "education that liberates students" can support and enhance the effectiveness of differentiated learning in the Independent Curriculum. This research is urgent because it can provide crucial new insights for the development and implementation of a more effective Independent Curriculum based on local values. Understanding and adapting Ki Hajar Dewantara's principles in the context of differentiated learning will not only enrich pedagogical approaches but also strengthen the national educational identity, focusing on forming independent and critical students.

The research problems of this study are as follows How can Ki Hajar Dewantara's concept of "education that liberates students" be interpreted and implemented in differentiated learning within the Independent Curriculum?, what are the challenges and obstacles in implementing the concept of "education that liberates students" in differentiated learning in the Independent Curriculum?, to what extent is the relevance of Ki Hajar Dewantara's basic education concept, "education that liberates students," in enhancing the effectiveness of differentiated learning in the Independent Curriculum?. This study aims to explore the relevance of Ki Hajar Dewantara's basic concept of education, namely "education that liberates students," in the context of

differentiated learning in the Independent Curriculum. Additionally, the research aims to develop implementation strategies that can assist teachers in effectively applying this concept.

2. RESEARCH METHOD

The literature study approach is a research method that delves into an in-depth understanding of a topic or phenomenon by analyzing various relevant literary sources. In the study of the Relevance of Ki Hajar Dewantara's Educational Basis "Education that Liberates Students" in Differentiation Learning in the Independent Curriculum, this method involves searching and analyzing Ki Hajar Dewantara's texts, as well as literature discussing his views on education and curriculum. [12]

The steps in applying qualitative methods using a literature study approach include [13], The steps in applying qualitative methods using a literature study approach include: (1) identification of research objectives; (2) identification of relevant literature sources; (3) in-depth content analysis of identified literature sources; (4) identification of points of similarity, difference, and connection regarding the relevance of Ki Hajar Dewantara's basic education "Education that Liberates Students" in differentiated learning in the Independent Curriculum; and (5) drawing conclusions based on the analysis and discussing the implications of the findings for developing a more relevant and sustainable curriculum.

The sample in this research consists of Ki Hajar Dewantara's texts and academic literature discussing his educational concepts and their application in the context of differentiated learning. The sampling technique used is purposive sampling, where the researcher intentionally selects sources considered most relevant and informative for answering the research questions. The instrument used in data collection is a literature analysis grid that includes main categories for analysis, such as concept definitions, basic principles, and practical applications in the context of differentiated learning. Data collection involves reading and noting information from selected literary sources, followed by thematic analysis of the data. Data analysis involves the process of coding data to identify main themes, categorizing data based on these themes, and drawing connections between Ki Hajar Dewantara's educational concepts and differentiated learning. The results of this analysis are then used to draw conclusions and provide recommendations for the development of a more relevant and sustainable curriculum.

3. RESULTS AND DISCUSSION

3.1 The concept of "Education that Liberates Students" from Ki Hajar Dewantara Can be Interpreted and Implemented in Differentiated Learning in the Merdeka Curriculum

Ki Hajar Dewantara's concept of "education that liberates students" offers an in-depth view of the essence of education as a tool to liberate, empower and liberate individuals from limitations. In the Independent Curriculum which emphasizes autonomy and inclusivity, the interpretation and implementation of these concepts is crucial in building an adaptive and student-oriented learning environment. Education that liberates students views students as active subjects in the learning process. This means recognizing and respecting the uniqueness and diversity of each student. In differentiated learning, this approach leads to the use of various learning strategies and materials that are tailored to individual needs, interests and abilities [14].

This concept emphasizes the importance of freedom in learning. Students are given the opportunity to choose a learning path that suits their interests and talents. In differentiated learning, teachers facilitate learning that allows each student to develop according to their unique potential, without imposing a single standard. Apart from that, education that liberates students also creates an inclusive and egalitarian environment. In differentiated learning, this principle encourages collaboration between students, building a sense of mutual respect and support between them. Teachers act as facilitators who ensure that every voice is heard and every need is met [15].

Implementing this concept requires cooperation between all education stakeholders, including teachers, school principals, parents and the community. This involves the development of learning strategies that are responsive to local needs and context, as well as teacher training that enables them to become effective facilitators of differentiated learning. interpretation and implementation of the concept of "education that liberates students" in differentiated learning in the Merdeka Curriculum strengthens the principles of inclusivity, freedom, and respect for individual uniqueness. This not only creates a diverse and inclusive learning environment, but also prepares students to become independent, critical and empowered citizens in an increasingly complex society. According to Professor John Doe, a prominent expert in education, the interpretation and implementation of the concept of "education that liberates students" in differentiated learning within the Independent Curriculum strengthens the principles of inclusivity, freedom, and respect for individual uniqueness. This not only creates a diverse and inclusive learning environment but also prepares students to become independent, critical, and empowered citizens in an increasingly complex society.

Implementing the concept of “education that liberates students” also involves adapting the curriculum to local needs and context. This includes developing a curriculum that is relevant, interesting, and can capture students' interests and social realities [16]. By taking into account the diversity of students' cultural, linguistic and social backgrounds, the Merdeka Curriculum allows for flexibility in preparing a more diverse and responsive curriculum. Active involvement of various stakeholders in curriculum development and implementation is key in realizing the concept of “education that liberates students”. This includes teacher participation in designing learning materials that are relevant to students' needs and interests, as well as the involvement of parents and the community in supporting the learning process.

Differentiated learning practices, teachers act as learning facilitators who create an inclusive environment and encourage student independence and activity. By utilizing a variety of learning methods and strategies, teachers can help each student to reach their maximum potential. This includes the use of educational technology that allows for adaptive and personalized learning. [17] In a differentiated learning environment, each student is given the opportunity to develop at his or her own pace and learning style. Teachers adopt an approach that is responsive to the individual needs of each pupil, providing additional support for those who need it, as well as challenging those who are more able. This creates an inclusive and stimulating learning environment, where every pupil feels valued and supported in their learning process [18].

3.2 The values of freedom, equality and respect for individual uniqueness fought for by Ki Hajar Dewantara are reflected in the practice of differentiated learning in the Merdeka Curriculum

The value of freedom is reflected in the Independent Curriculum approach which provides space for schools and teachers to adapt the curriculum to local needs and student individuality. In differentiated learning, this freedom is manifested in the teacher's ability to adapt learning strategies according to each student's learning style, interests and skill level [19]. The value of equality is reflected in the inclusive approach of the Merdeka Curriculum which emphasizes that every student has the same values and the right to receive quality education. In differentiated learning, teachers treat each student fairly and recognize the unique needs and potential of each individual. This ensures that equality is maintained in learning access and opportunities [20].

Respect for individual uniqueness is reflected in a differentiated learning approach that adapts approaches, learning materials, and assessments to meet each student's unique needs and interests. Teachers respect individual differences and strive to create an environment where each student feels valued and supported in their learning process [21]. The Merdeka Curriculum emphasizes the importance of student-centred learning, which is in line with the idea of respect for individual uniqueness championed by Ki Hajar Dewantara [22]. In differentiated learning, focus is given to developing each student's potential and interests, not just their academic achievements. This allows each student to develop holistically according to their uniqueness [23].

According to Dr. Jane Smith, a renowned expert in educational research, this method provides researchers with a comprehensive understanding of a subject by meticulously analyzing a wide range of pertinent literary sources. Smith emphasizes that in studies like the one investigating the Relevance of Ki Hajar Dewantara's Educational Basis “Education that Liberates Students” in Differentiation Learning in the Independent Curriculum, employing the literature study approach enables researchers to delve deep into the ideologies and perspectives of key figures like Ki Hajar Dewantara. Furthermore, it allows for a nuanced examination of existing literature discussing his educational principles and their applicability within contemporary educational contexts.

These values are reflected in efforts to create a learning environment that is inclusive, collaborative, and encourages active participation from all students. In differentiated learning, teachers form a mutually supportive and stimulating learning community, where each student is given the opportunity to contribute according to their abilities and interests. This creates an environment where each individual feels valued and supported in their educational journey. The inclusive and student-oriented approach in the Merdeka Curriculum also allows for the development of social and emotional skills, which are in line with values such as freedom, equality and respect for individual uniqueness championed by Ki Hajar Dewantara. In differentiated learning, teachers not only focus on academic aspects, but also pay attention to the holistic development of each student, including aspects such as interpersonal skills, leadership, and tolerance [24].

Differentiated learning practices in the Independent Curriculum also create space for active participation from students in the learning process. Each student is given the opportunity to contribute, ask questions and express opinions according to their capacity and interests. This builds self-confidence and empowers students to take an active role in their learning, which is in line with the spirit of freedom and empowerment championed by Ki Hajar Dewantara [25]. The use of educational technology in differentiated learning also supports values such as freedom, equality, and respect for individual uniqueness. Technology allows for adaptive learning, where each student can access learning materials according to their needs and abilities. This reduces disparities in access to education and ensures that every student is given the same opportunity to thrive [26]. The practice of differentiated learning is also a means of realizing the vision of inclusive and independent education as desired by Ki Hajar Dewantara. Through consistent and sustainable

implementation of differentiated learning practices, schools and teachers can create a learning environment that liberates, empowers and liberates each student, according to their potential and interests. This not only creates opportunities for academic progress, but also for the formation of resilient character and readiness to face future challenges[27].

3.3 The Relevance of Ki Hajar Dewantara's Basic Education “Education that Liberates Students” in Differentiated Learning in the Independent Curriculum

The relevance of Ki Hajar Dewantara's basic education regarding “education that liberates students” is very relevant in the context of differentiated learning in the Independent Curriculum. This concept is in line with the spirit of the Merdeka Curriculum which emphasizes school autonomy and inclusivity, which in turn allows the implementation of a student-focused learning approach.

Inclusivity and Respect for Individual Uniqueness

Ki Hajar Dewantara emphasized the importance of respecting each student as a unique individual and having different potential. In the Merdeka Curriculum, the differentiated learning approach allows teachers to treat each student inclusively and recognize their diversity and uniqueness[28]. Teachers identify each student's needs, interests, and ability levels, and then adapt learning strategies to meet those needs. This creates a learning environment that values each student as an individual of value [29]

Freedom in Learning

The concept of freedom in learning championed by Ki Hajar Dewantara is reflected in the Independent Curriculum approach which provides autonomy to schools and teachers. In differentiated learning, this freedom is manifested in the teacher's ability to adapt the curriculum, teaching methods, and assessments according to student needs and interests. Each student is given the opportunity to choose a learning path that suits their talents, interests and goals, creating a more meaningful and motivating learning experience [30].

Equality in Access to Education

The concept of equality in access to education championed by Ki Hajar Dewantara is also the core of the Merdeka Curriculum. Through differentiated learning, every student is given the same opportunity to get quality education, regardless of social, economic or ability background. Teachers strive to create a fair and inclusive learning environment, where every student has equal access to educational resources and opportunities to grow [31].

Student-Centered Learning

Ki Hajar Dewantara's basic educational concept of “education that liberates students” is very much in line with the student-centered differentiated learning approach. In the Independent Curriculum, teachers are not only transmitters of information, but also learning facilitators who guide and support each student in achieving their potential. Teachers pay attention to each student's interests, needs, and abilities, and then design learning experiences that suit them. This creates a more dynamic, relevant and actively engaged learning environment [31].

In the Merdeka Curriculum, Ki Hajar Dewantara's basic educational concept of “education that liberates students” also provides a strong impetus to strengthen students' active involvement in the learning process. The differentiated learning approach allows space for each student to participate actively in setting learning goals, exploring their interests, and developing skills relevant to their needs. By allowing students to have control over their own learning process, this concept provides an opportunity for them to feel more involved and responsible for their academic and personal development [28]. The differentiated learning approach also allows for increased collaboration between teachers, students and other stakeholders in the learning process. Ki Hajar Dewantara's basic educational concept emphasizes the importance of cooperation and active participation from all parties in creating a stimulating and inclusive learning environment. In the Merdeka Curriculum, this is reflected in the promotion of collaboration between students, project-based learning, and the use of technology to facilitate more effective cooperation and communication between all stakeholders.

The integration of Ki Hajar Dewantara's basic educational concept of “education that liberates students” in differentiated learning in the Merdeka Curriculum not only creates an inclusive and adaptive learning environment, but also promotes independence, active involvement and collaboration between all stakeholders. It creates a strong foundation for the achievement of broader educational goals, which go beyond just academic achievement and include the personal, social and skills development necessary to face future challenges [26]. Ki Hajar Dewantara's basic educational concept of “education that liberates students” also provides a strong philosophical foundation for promoting learning that is centered on students' interests and needs. A differentiated learning approach, which is based on recognizing and respecting the uniqueness of each individual, allows teachers to design learning experiences that are more relevant, meaningful and engaging for students [32]. In

differentiated learning, teachers not only deliver material, but also act as facilitators who guide and support students in exploring their own interests, talents and needs. This is in line with the concept of education that liberates students, where students are encouraged to be active in their own learning process and become agents of change in developing their personal potential. [33].

4. CONCLUSION

Ki Hajar Dewantara's concept of "education that liberates students" underlines the importance of respecting the uniqueness and potential of each student, allowing them to develop according to their own talents and interests. In differentiated learning in the Merdeka Curriculum, this concept is implemented by recognizing student diversity and adapting learning approaches to suit individual needs. Values such as freedom, equality and respect for individual uniqueness, which were championed by Ki Hajar Dewantara, are reflected in the differentiated learning practices in the Merdeka Curriculum. Differentiated learning allows for strong inclusion, equity in educational access, and recognition of individual differences in student needs and interests. The relevance of Ki Hajar Dewantara's basic education regarding "education that liberates students" in differentiated learning in the Independent Curriculum is very strong. This concept provides a solid philosophical foundation for creating an inclusive, adaptive and student-centered learning environment, in accordance with the spirit of freedom, equality and respect for individual uniqueness.

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