Study of Independent Learning, Independent Campus in Constructivism Philosophy and the Challenges of Implementation

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Abstract. The purpose of this research is to find out the substance of an independent campus in the perspective of the philosophy of constructivism education. This research was carried out through a qualitative approach with library research methods. The process of data analysis in this study includes: data reduction, data display, drawing conclusions. The results of this study try to understand the policy of the "Freedom of Learning" program launched by the Ministry of Education and Culture of the Republic of Indonesia in the philosophy of constructivism. Constructivism is a philosophy that if insight is an individual construction. Due to the subjective nature and outcomes of learning, and depending on each individual, it is also uncertain, for a person's constructivism entity and is more easily known as the "Chaos Paradigm". There are parallels between what was proclaimed by Mas Minister Nadiem Makarim and the concept of education according to the philosophy of constructivism. Both are on the aspects of freedom, independence, and flexibility of educational institutions in understanding the competence of students. The learning process with a chaotic approach so that students can be safe, comfortable, and easy to learn. Students as learning subjects – learner control plays an important role in the learning process. Initiative of children as learners to learn, willingness to learn It takes freedom, reality, as well as positive attitudes and perceptions of learning as basic capital in learning initiatives that ultimately result in success in learning.

Keywords: Constructivism · MBKM · Philosophy

1 Introduction

Education is the passing on of experiences that are socially meaningful continuously from one generation to the next which is socially controlled and regulated [1]. Education is a deliberate, systematic and continuous effort to transmit, generate or acquire knowledge, values, attitudes, skills or sensitivities as well as any learning resulting from that effort. [2, 3], humanize humans [4] process of human maturation [5] and it is necessary to build a relationship of joint activities to become the main working tool as well as carry out the teaching function competently [6].

Along with advances in information and technology, educational transformation is accelerating. The industrial revolution 4.0 is still ongoing, but we have entered the era of society 5.0, when people need various talents and abilities to overcome difficulties in everyday life [7]. So that there is a need for education reform in Indonesia. Educational reform is an attempt to make education better. Programmed and systemic are the two main features of education reform. The school curriculum or program is referred to as programmed education reform [8]. In fact, current educational reforms aim to give education its rightful place in society. Everyone expects the creation of an education system that can enhance the dignity of the Indonesian nation [9]. Therefore, every community has the right to get an education to add insight or learn to be better.

Learning is a process that takes place in a learning environment. Both official and informal educational institutions are used to acquire knowledge (Yuhana & Amin 2019). School is a public place for formal education in Indonesia, where teaching and learning activities take place where teachers and students interact with each other. Education or learning has a huge impact on the transformation of each individual's future. Based on the results of a study conducted by [11], information was obtained that learning was carried out not only to pursue values, but to provide guidance to everyone so that they could act and behave in accordance with the scientific principles being studied.

Besides that, [12], reveals that the way of learning is not only related to knowledge, but the process of changing attitudes requires two other skills, namely mental behavior or behavior as well as physical and physical activity. The purpose of the learning process should not just be a momentary ability, but the ability to value skills over a long period of time. So, it is hoped that after carrying out the learning process it will become a unified whole and very meaningful in the future by the individual. The learning system thus must be carried out by paying full attention to the abilities possessed by our students.

The progress of science and technology is so fast and there have been changes in state policy related to efforts to improve the quality of Indonesia's human resources, one of which is the Ministry of Education and Culture's policy regarding a new curriculum, namely Merdeka Learning-Independent Campus (MBKM). This program intends to encourage students to understand a variety of knowledge that is useful for people's lives in activities through activities outside the campus [13].

According to the Minister of Education, the initial basis in determining the MBKM curriculum was because it was inspired by the thoughts of Mr. Ki Hadjar Dewantara for the people of Indonesia, especially in the world of education, which has a very large influence, one of the learning designs said by Ki Hadjar Dewantara has the same concept as a constructivism approach in the learning process. A teacher is only a facilitator who assists students in building the constructivism design. In other words, the upgrading approach focuses on students [14], as well as an emphasis on freedom and independence.

Constructivism is a school of thought that bases its teachings on the knowledge and life experiences of each student. Knowledge is also active in nature because as human experience grows, previously formed and acquired structures are revised and replaced by new cognitions. In the contemporary democratic era, the Independent Learning Campus (MBKM) is considered relevant and feasible to implement. The Minister of Education and Culture of the Republic of Indonesia sparked the concept of the "Freedom Learning" program which is related to the Freedom to Learn Program. This is a free choice allowing

students to choose courses based on their personality and interests [15]. The definition of independence used here can be applied to the educational process, for example the lecture process in tertiary institutions, where students can choose one of eight independent study programs provided by the ministry and take lectures for one semester or the equivalent (20 credits) in tertiary institutions other than their main program of study.

Only courses that have been initiated by separate universities have access to the course programmes. In addition, by choosing a study program that is the same or different from the original study program, students have the option of studying for two semesters to continue their education outside of college. For the MKBM program to be successful, the two universities and study programs must collaborate as a commitment and foundation. The two institutions and study programs must work together as a commitment and foundation for the MKBM program to run effectively.

It is very interesting to investigate how "Freedom-Learning" can be understood, expressed, tracked, and attempted to be mastered through a constructivism philosophical lens. This is so that they can adapt to the needs of today's scientific and technological breakthroughs, which is something that the philosophy of constructivism demands of students. Instead of receiving feedback or knowledge provided exclusively by the teacher or other students, students must play an active role in developing insight and understanding [16]. Key indicators of how students will spend their lives are student creativity and participation. The position of the student in taking the initiative takes precedence in this stream. The MBKM approach will produce quality education and quality human resources. According to Baro'ah (2020), Superior education is education that can support the quality development of students by freeing them from ignorance and incompetence.

2 Method

A combination of qualitative research techniques and literature research techniques is used in this research. The "Campus-Merdeka" model in constructivism will be studied in this study. The justification for using this method for the "Kampus-Merdeka" study is the reality of an in-depth and elaborative qualitative study. Two types of literature used in this research are primary and secondary sources. Due to their high validity, primary sources concentrate on scientific journals, and secondary sources concentrate on official government papers, reducing the possibility of errors with an abstract nature. In this "Kampus-Merdeka" study, the information analysis method is based on affirmation [18] that the information analysis method is qualitative in nature, including steps of information reduction, display of information, confirmation, and drawing conclusions.

3 Results and Discussion

Constructivism philosophy is currently a very popular school of educational philosophy. A significant movement with a philosophical attitude to learning methods and techniques is constructivism. Constructivism has therefore had a major impact on the educational landscape. Before delving further, it is important to understand what philosophy is. Philosophy is the study of things through knowledge, and at its core, it is the individual's pursuit of truth. Truth is the state in which everything relates to the truth. In this approach,

studying something through philosophical understanding is a step to gain accurate and logical insights [19]. In essence, humans will always try to expand their knowledge.

Educational constructivists play an important role in individual development – providing survival, adaptation. Cultural process, not biological. There is a "natural" transformation. The goal of education is the expansion of the sphere of consciousness to the level of "absolute mind". This mind exists independently of the environment, but the environment stimulates its activity. Thought has its own laws, runs its own life [20]. Thoughts can be explained by means of analysis based on experience. Choice thinking that provides for freedom in making decisions. Therefore, education is the establishment of freedom, the understanding by the individual of freedom and the opportunity to make choices, to act responsibly. Everything else in education is a means to the attainment of this ultimate goal. It is impossible to know in advance what this or that person will become.

According to the constructivist paradigm, knowledge is a subjective and provisional concept resulting from previous experiences and insights. Along with the aforementioned classification of insights from actual experience, group activity, contemplation, and interpretation, learning is also a process in itself. However, as a tool for understanding events, objects, and points of view in learning, guidance involves creating an environment that encourages students to explore meaning and understand ambiguity and reasons. As a result, learning produces a unique and individualistic meaning. And not only that. In constructivism, the method of acquisition takes precedence over how much a child learns and remembers about the world. The main purpose of teacher learning, according to the constructivism school, is not to provide information or teaching materials to students, but rather as a motivator that can encourage them to process the information or teaching materials by exploring and experiencing them for as long as possible, [5]. Therefore, education can and should be carried out both inside and outside the classroom. Education is not only obtained at school or even in the college environment. Even non-formal education, that is, education that takes place outside of the formal educational setting, can often have stronger and more acceptable cultural and social benefits [21].

According to the book Guidebook Merdeka Learning-Independence Campus, there is a connection between constructivism, independent learning, and campuses. Independent campuses have eight projects as follows: 1. Student exchange; 2. Work practice; 3. Teaching support in educational institutions; 4. Research related to education; 5. Humanitarian initiatives; 6. Entrepreneurship; 7. Independent Project; and 8. Create a village [13]. The direction of education and learning pioneered by the school of philosophy is to provide the best possible benefits for students, through optimizing their interests and abilities. Of course, the benefits of learning and education are interpreted, not only for oneself, but also for social life, as a result, have a significant role in the realization of a balanced and safe social life. This stream emphasizes the importance of understanding various abilities or skills that are useful (effective) for students for future careers in the future. This philosophical school views that learning objectives optimize students' attention and abilities so that they become capital of knowledge and expertise to solve dynamic and complex problems, both personal and social problems.

Finally, the MBKM Curriculum is a curriculum that reconstructs the national education system in Indonesia, due to the faster rate of growth in education today, namely the era of society 5.0, the education system must be reviewed. Humanizing humans is a way to restore education where it should be. Education that frees education and students mutually benefits each other in the learning process so that the benefits in the learning process are achieved maximally and effectively. However, an educator is only a facilitator in the learning process and a driving force in seeking the truth. Nowadays, an educator carries out indoctrination with students, so that a discussion occurs to find a truth in the discussion. In schools that are very much confiscated by matters of an administrative nature.

The Minister of Education and Culture is basing current education in the direction of constructivism philosophy by aligning the concept of free learning or MKBM. The education system that is being planned now emphasizes an aspect of freedom in learning, freedom in learning, freedom in learning and exploring existing abilities to the fullest so that soft skills get better. The philosophy of constructivism education formulates the concepts of MBKM and produces a similar meaning and purpose of MKBK but maximally, a learner should be free and develop naturally in a learning process based on knowledge and knowledge gained from direct experience. So, a teacher is only a facilitator. In the school environment, community environment, family environment, must be cooperative in carrying out the learning process. The learning process with this constructivism approach aims to make students safe, comfortable in the learning process.

In structuring learning, the role of students as learning subjects and their control over the learning process is very important. When a child is faced with several rules that have nothing to do with the learning process, as described in the regularity of learning above, then their purpose as learners their desire to learn will die. Beyond freedom, cultivating a child's desire to learn requires adopting a realistic attitude, recognizing that each learner has strengths and weaknesses, courage and anxiety, and the capacity to experience happiness and anger, only depends on the individual child and all things. Educational figures such as parents and teachers. Positive attitudes and views about learning can be fostered in an environment that is free and grounded in the realities of everyone involved. This will be seen as a fun and interesting career to learn. In order for them to feel at home and enjoy learning, teachers should help students form positive attitudes and perceptions.

Students will not concentrate on following the learning process if they feel uncomfortable in the classroom during the educational process. Three elements are part of the learning process: freedom of learning, positive attitude, and thoughts as a starting point to build comfort in learning. The best way to foster a learning environment in a communal setting is to work with parents and teachers to support students' positive thinking in carrying out the learning process. This gives students a sense of security and promotes their freedom of thought.

The MBKM curriculum policy is expected to be able to narrow the gap between educational realities and realities outside of school. Students have not had the flexibility to study outside their study program in recent years, they are not even free to take part in learning activities outside their institution or study program. The use of the MBKM curriculum is able to strengthen student soft skills in various knowledge and experiences

gained outside the study program, making the Merdeka Campus very relevant to the needs of a teacher in today's world. Building relationships with people of other ancestry and culture is one of the advantages of studying outside study programs both locally and internationally. This maximizes the transmission of knowledge both within and outside the college.

The weakness of the MBKM curriculum after this curriculum is applied from various universities. 1) The siakad system must be centralized in managing scores, LHS, KRS are no longer a problem. But universities are not ready or there is no well-integrated and complete siakad system. 2) Cooperation between universities that are at the same level or above the level, not cooperation with those below the accredited level of higher education. 3) Student exchange programs are still constrained by costs in implementing the MBKM curriculum program. Based on the results of the data we obtained, there are still many tertiary institutions that are still using the current IQF curriculum but implementing the newest curriculum, namely MBKM. In terms of the results, there are still many lecturers who have not been actively involved in the MBKM program to become mentors for the Independent Campus program both within universities and outside universities. Besides that, foundation funds for private tertiary institutions have not been budgeted in detail to run this program and are also needed to upgrade the quality and productivity of a lecturer and student.

4 Conclusion

The author concludes that the philosophy of constructivism is a new idea/foundation for universities in finding solutions to problems in learning. Merdeka Learning Merdeka Campus launched by our Minister of Education and Culture is also based on the theory of constructivism philosophy in improving the soft skills of students in today's era.

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