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## INDEPENDENT CURRICULUM INTEGRATION IN RESPONDING TO THE CHALLENGES OF THE ERA OF SOCIETY 5.0

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### ABSTRACT

Advances in technological developments that occur in various life sectors help humans answer various problems. In the era of the industrial revolution 4.0, humans are faced with the acceleration of the flow of information, which is considered to increase the level of human intellectuality. The development of technology, both digitalization and artificial intelligence (AI) or artificial intelligence, shifts the role of humans and has the potential to erode human identity itself. The 4.0 revolution continued until the 5.0 Revolution appeared, which positioned humans as the main actors. Education is vital in delivering intelligent, character, and humane people. So, this paper is related to the study of the curriculum currently being developed, namely the independent curriculum. This study found that the integrity of an independent curriculum is needed to realize students have the skills needed in the era of society 5.0, namely creative, critical thinking, communication, and collaboration.

**KEYWORDS:** Technological progress, Education, Freedom to learn, Smart Society 5.0

### INTRODUCTION

The developing technology at this time is increasingly offering many conveniences for humans. Many sectors of life have been changed towards digitalization which makes the exchange of information very fast. Science is increasingly progressing along with technological developments, making it easier for humans to get information and knowledge from anywhere. If used unwisely, technology can have a significant impact, and it can even "bring the far away, and keep the close away," a metaphor that illustrates the state of technological development in Indonesia. Information obtained from the outside world can be conveyed faster than the events around it (Syahputra, 2020).

The 21st-century education is expected to produce a generation of Indonesians who are faithful, productive, creative, innovative, effective, and able to contribute to the life of society, nation, state, and in world civilization (Fitria, 2018: 7). Education does not only aim to improve the competence of students in sciences but also to build the next generations as agents of change, have noble character and are cultured in facing future challenges (Rahmawati, 2018: 16).

Blindness and inability to adapt to the global era are learning disabilities. The ideals of Indonesian education in the future are people who are aware that learning is lifelong and ultimately have broad thoughts but have a clear view of life. Thus, students must be provided with background information that has a multiplier impact on their learning so that they can provide great motivation to read and learn information from various sources (Lestari, 2018).

A bigger challenge arises where the era of society 5.0 is a continuation of the industrial revolution 4.0. The era of society 5.0 as an idea that originated in Japan is a new discourse in which life with society as the center point (human-centered) based on technology (technology-based) based on the culture of a society in the era of revolution 4.0. In facing this era, a strategy is needed to answer the challenges in the era of society 5.0. Minister of Education Nadiem Makarim, Minister of Education and Culture of Indonesia, proposed the concept of independent education. The discourse that wants to be realized is independence in thinking for students. According to Yamin and Syahrir (2019), the concept of independent learning has several points, namely: (a) the concept of independent learning is the answer to problems in the learning practice process, (b) educators are facilitated in administration and given freedom in how to assess student learning, (c) openness of all obstacles experienced by educators such as making lesson plans, and (d) teachers play an essential role in creating the learning atmosphere expected by students. (Vania Sasikirana, 2020).

Before developing an operational curriculum, the education unit needs to analyze the characteristics and learning environment by accommodating the aspirations of community members and make the vision and mission a direction that is agreed upon by all members of the education unit. It is crucial to analyze the characteristics of the education unit to get a complete picture of the conditions and needs of the education unit and all its citizens. The results of the character analysis will be the basis for the process of formulating the vision, mission, and goals of the academic unit.

1. How is the concept of Independent Learning?
2. How is the Era of Society 5.0?
3. What is the role of the Independent Curriculum in dealing with the Era of Society 5.0?

### **LITERATURE REVIEW**

The term education is a translation of the Greek language, namely pedagogy. The origin of the word pedagogy is *pais* which means "children," and *agoge*, which translates to "guiding," which is then interpreted as "guiding children." Along with the times, the term education or pedagogies developed to mean guidance or help given intentionally by adults so that they become adults. (Sudirman, 1987). From this point of view, education is a conscious effort systematically to create a learning atmosphere and learning process so that students become active and have religious, spiritual strength, self-control,

personality, intelligence, noble character, and skills needed by themselves, the community, nation, and state (Teguh, 2014).

The term curriculum comes from the Latin circulate, which means learning material. The curriculum has a significant position and role in the world of education, mainly formal education, because the curriculum is related to determining the direction, content, and process of education, which in turn will determine the types and qualifications of graduates of an educational institution. The curriculum concerns the planning and implementation of education in a narrow scope, such as in the classroom, school, regional, regional and national levels. Everyone has an interest in the curriculum. Parents, community, and formal and informal leaders always expect the growth and development of their children, a generation that is more advanced, smart, and intelligent and has reliable competencies for themselves and their lives. In this context, the curriculum has a big enough role in giving birth to these expectations.

On the other hand, the expectations (output) of implementing a curriculum are still far from ideal expectations. The existing curriculum is often seen as not under the demands, needs, and development of the community; The curriculum has not been in line with the demands and developments of science and technology; not under the socio-cultural values of the community; not under the potentials that exist in each region, and other arguments. That is why there are often changes or curriculum development. In Indonesia, for example, the development of the curriculum started from the 1947 Unraveled Education Plan, the 1964 Curriculum, the 1968 Curriculum, the 1973 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 2004 Curriculum, the 2006 Curriculum, and finally the 2013 Curriculum. It can be static following changes and developments in society that continues to change.

Freedom of Learning, a policy program of the Minister of Education and Culture, is an effort to return the national education system to the essence of the law by providing opportunities for schools, teachers, and students to have the freedom to innovate and be free to learn independently and creatively. The freedom to innovate is expected to start from the teacher as a driver of national education. (Sheryl, 2020) In the National Seminar "Learning Independence in Achieving Advanced Indonesia 2045," Sylviana Murni stated four "Freedom of Learning" policy programs, namely

National Assessment	2021 National Assessment Replaced	National	<b>Short Lesson Plan</b>	<b>School Zoning More Flexible</b>
Schools only organize National Assessment 2020. Moreover, it is carried out in the form of a written test or a comprehensive assessment form.	2021 National Assessment Replaced with Millennium Competency Assessment and a Character Survey.	with	Simplification of a lesson plan in order to make the effectiveness of teachers in evaluating the learning process itself.	New student admissions using the zoning system can admit students up to 50%: through 15% affirmations, 5% transfers, and 30% achievements.

Developed countries are active in responding to technological developments and making various changes. One of them is the concept of the Society 5.0 era, where humans will use modern science such as artificial intelligence and robots to make it easier for humans. The purpose of the concept is that humans can truly enjoy life. Society 5.0

The era of Society 5.0 or also known as the era of super-intelligent society, is an era that was initiated directly by the Japanese government on January 21, 2019. This era is a resolution of the industrial revolution 4.0, which is feared will degrade humanity. This era was launched at the World Economic Forum held in Davos, Switzerland. The era of society 5.0 requires people to solve various problems or social dynamics by utilizing technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), robot technology, and even big data to meet their needs. (Princess et al., 2021). The era of society 5.0 emerged as a development of the Industrial Revolution 4.0, which was considered to be replacing the role of humans. The human ability to create new technology developed from science makes people who are said to be "modern" think more rationally.

The Society 5.0 concept is a refinement of the previous concept. In Society 1.0, humans were in the hunting era and were new to writing. In the 2.0 era, the agricultural era, humans were familiar with agricultural technology. Entering society 3.0 is the industrial era where humans use various machines to support their lives. Society 4.0 emerged, which is being experienced by humans today by getting to know computers, the internet, and how to use them. If society 4.0 with technology can connect information quickly, then society 5.0 is predicted to be an era where all technology coexists with humans and becomes part of humans. In other words, there is not only ease of information but to live life.

Society 5.0, as said before, is trying to fix human problems that occurred in the previous revolutionary era because technology development is currently running so fast. In this era, the virtual and physical worlds can be integrated into one, and all things will be made easier using artificial intelligence. Robots and the internet will replace our physical limitations. In the era of society 5.0, people are faced with AI technology based on big data and robots to do human work. In contrast to the industrial revolution 4.0, which is mainly in the business sector, with the technological era of society 5.0, a new value will be created that will eliminate social inequality, age, and gender, where all product services will be designed specifically for the various conveniences of individual needs and the needs of many people.

### RESEARCH METHODS

The type of research used is a literature study with a descriptive analysis approach, namely a series of activities related to the method of collecting library data, reading, and processing research data (Zed, 2018: 3). Therefore, in this study, the authors only limit the sources from journal articles, research reports, books and without conducting field research. There are four main characteristics writers need to consider in literature research. First, the writer or researcher deals directly with the text, not with direct knowledge from the field. Second, the data library is "ready to use," so researchers do not go directly to the field. Third, library data are generally secondary sources, which means that researchers obtain materials from second-hand, not even original data, and finally, the condition of library data is not limited by space and time (Zed, 2018). Based on this, the steps taken in this research are collecting data, reviewing and searching for several journals, books, and documents that are relevant to the study conducted, and concluding and analyzing the research.

### RESULTS AND DISCUSSION

Education is an essential part of a country. The education process is not only a transformation of the value of science but far from it, namely dismantling the power system, and the state has a very strategic role in regulating education. In education, essential instruments bind and function with each other, and one of the most important instruments is the curriculum. Education requires a system to regulate the learning and learning process; With this system, the school has a reference or guide. The system is called the curriculum. The curriculum can regulate the course of an education where it will be directed and taken. Therefore, the curriculum has a very central role in the world of education. A curriculum is considered the heart of any learning institution, meaning a school or college cannot live without a curriculum. The importance of formal education is that the curriculum is dynamic because of changes that occur in society. In a broad sense, the curriculum is not only concerned with individual and school issues but also participates in the community.

In Indonesia, for example, curriculum development began in 1947, the Unraveled Education Plan, the 1964 Curriculum, the 1968 Curriculum, the 1973 Curriculum, the 1975 Curriculum, the 1984 Curriculum, the 1994 Curriculum, the 2004 Curriculum, the 2006 Curriculum, and the 2013 Curriculum (Leo Agung S., 2015). Furthermore, the Independent Curriculum emerged as one of the new policies of the Ministry of Education, Culture, Research, and Technology of the Republic of

Indonesia to realize an innovative learning process and follow students' needs. The era of Society 5.0 takes place in the 21st century, which is the triumph of the digital world (Subarkah, 2022). The curriculum must continue to be dynamic. It cannot be static under changes and developments in a society that continues to change.

Merdeka Learning is a concept initiated by Nadiem Anwar Makariem, Minister of Education and Culture of Indonesia, which is a new policy solution to problems in education in Indonesia. Nadiem Makarim launched the policy because it aims to make Indonesian children and education have a better education system. Based on research results in the Program for International Student Assessment (PISA) in 2019, the evaluation carried out for Indonesian students was ranked 74th out of 79 countries (Tommy, 2019).

Previously, the concept of independent learning had been initiated by an Indonesian education leader, namely Ki Hajar Dewantara. Ki Hajar Dewantara emphasized freedom of learning or freedom of learning. According to him, freedom of learning was the way of thinking. Students should be trained to seek all knowledge by using their minds. Freedom to learn does not mean freedom to be free. As educators, besides guiding children's nature according to their interests and talents, we must also cultivate good character in our students. In this case, Ki Hajar Dewantara cultivates character by implementing character education in every subject. In addition, Ki Hajar Dewantara also instills national character education so that students have a distinctive personality, the spirit of defending the nation, and a love for the Indonesian homeland (Zakiah, 2021).

The Era of Society 5.0, the era of super-intelligent society, was initiated directly by the Japanese government on January 21, 2019. This era was launched at the World Economic Forum, which was held in Davos, Switzerland. The era of society 5.0 requires people to solve various problems or social dynamics by utilizing technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), robot technology, and even big data to meet their needs. (Princess et al., 2021). The era of society 5.0 emerged as a development of the Industrial Revolution 4.0, which was considered to be replacing the role of humans. The human ability to create new technology developed from science makes people who are said to be "modern" think more rationally.

With the concept of Society 5.0, humans will become the center or human-centered, which will later be based on technology or technology-based (Windra, 2021). Because humans who have a role as a community are present as a social system that moves dynamically following the times. Society 5.0 is described as dynamic in its mobility movement, and new challenges will arise in dealing with that era, so new efforts or breakthroughs are needed to deal with them (Rahmawati et al., 2021). These challenges arise in various sectors or fields, especially in education.

For example, teachers must create interesting learning content so that students can have 5C skills, namely critical thinking, communication, collaboration, creativity, and character (Leo Agung S, 2019).

Students need these skills to form competencies that can face these challenges, especially with the presence of digital technology such as computers and the internet that support all accessibility so that every activity can be carried out quickly and efficiently. Thus, teachers and students as social communities involved in the development of the times must also be able to apply every technology present in the era of society 5.0.

The era of Society 5.0 is an idea that expects humans to be able to continue to develop in tandem with the development of artificial technology. Science technology or science and technology is one of the essential points that must be considered. The concept of independent learning, which has been developed into a curriculum, has relevance to the 21st-century learning model, which is more concerned with the needs of students (student-center). Compared to the curriculum development in Indonesia since 1947, learning is still focused on the teacher (teacher center). Curriculum developments in Indonesia show that the development of the times is high-speed. The direction and purpose of curriculum development in Indonesia are more focused on opening up all access for students, accompanied by teaching materials that focus on student self-development. Technology born from human thought also contributes to welcoming learning in the current era.

The 21st-century learning model also emphasizes how students can think critically, be good at communicating, be able to collaborate, and have high creativity. The 21st-century learning model can be used by teachers later in implementing the independent learning curriculum in schools. The independent learning curriculum gives teachers the freedom to create educational and fun learning. Teachers must be able to model and implement the learning process to choose the suitable learning model. Not only that, teachers and students are also required to be able to utilize technology to find learning resources.

The learning produced in the independent learning curriculum will show students who can discuss with friends and teachers, learn outside the classroom, form independent and civilized self-character, and, more importantly, are students who can have competence in competing in the current era. Thinking competencies include critical thinking, creative thinking, and problem-solving, acting competencies which include communication, collaboration, digital literacy, and technological literacy; and living in the world competence, which includes initiative, self-direction, global understanding, and social responsibility. Competencies like these will be applied in 21st-century learning. The independent learning curriculum has answered that by presenting new concepts.

Learning that utilizes digital technology, such as the internet, is an example of the influence of the current era. Then the teacher can take advantage of this by choosing a suitable and relevant learning model for using the technology. One example of a 21st-century learning model that can be applied in learning inside and outside the classroom is the Blended Learning model. In addition, the learning models often applied today are Problem Based Learning (PBL) and Project Based Learning (PjBL). Where these two learning models emphasize the formation of student competencies, especially in the

21st century. However, the Blended Learning learning model can be utilized in learning activities that utilize online media. This model shows flexibility in the learning process, where if students do not understand the material taught at the meeting in person, students can mentor teachers through online media so that this model allows them to provide a new picture of meeting educational needs. Indirectly, each model.

## CONCLUSION

The era of society 5.0 requires people to solve various problems or social dynamics by utilizing technologies such as the Internet of Things (IoT), Artificial Intelligence (AI), robot technology, and even big data. Challenges like this arise in various sectors or fields, especially in education. This factor is the change in the curriculum in Indonesia. Many countries have constantly innovated the curriculum previously made, which at first was considered ideal but still has shortcomings, so changes, changes, and even improvements are needed. The independent learning curriculum is an answer to the occurrence of a comprehensive transformation in all aspects, especially the demands of human resources who can compete and adapt. Monotonous learning becomes a barrier for students to show their abilities and competencies.

The independent learning curriculum will replace the learning method initially implemented in the classroom with learning outside the classroom. The 21st-century learning model also emphasizes that students form their skills independently. Teachers can use the 21st-century learning model in implementing the independent learning curriculum in schools. Education in this era also demands knowledge and technology to develop students who will become human resources in the future. So students are expected to have 4C skills, which consist of Critical Thinking, Communication, Collaboration, and Creativity, to adapt to any circumstances.

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