
DESIGNING A CITIZENSHIP EDUCATION CURRICULUM BASED ON THE CONCEPT OF *MERDEKA BELAJAR KAMPUS MERDEKA* (MBKM) IN HIGHER EDUCATION

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Abstract

The Citizenship Education Curriculum is a device unit regarding goals, materials, tactics, and practical evaluation of Citizenship Education as capital in achieving a national education orientation. This study aims to describe the designing of a Citizenship Education Curriculum based on the concept of Merdeka Belajar Kampus Merdeka in Higher Education. This research was carried out through a qualitative approach using the literature study method. The sources of this research are focused on various primary sources and are supported by secondary sources. Data analysis is done by data reduction, data display, verification, or drawing conclusions. Based on this research, independent learning at the independent campus encourages and facilitates students' rights to master various knowledge that is useful for entering the world of work and provides opportunities for students to have other learning experiences outside of their study program. The development of the Citizenship Education curriculum, based on the concept of an independent campus, needs to reflect the school of progressivism educational philosophy and collaboration with other schools of educational philosophy that are capable of supporting the achievement of a curriculum development orientation. The design of the Citizenship Education Curriculum based on the concept of Merdeka Belajar Kampus Merdeka in Higher Education has four aspects, namely planning, learning process, assessment, and evaluation.

Keywords

Citizenship Education, Merdeka Belajar, Kampus Merdeka



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INTRODUCTION

Civic education is a form of education given to the next generation of the nation by creating citizens who think sharply and are aware of their rights and obligations in social and state life. It also aims to build the readiness of all citizens to become intelligent global citizens. So that with the same rights and obligations, every Indonesian citizen, without having to be commanded or ordered, must take an active role in carrying out state defense. Civics courses also have a moral education dimension in universities as an effort to build character so that in the future, this nation's generation will not experience difficulties in conducting self-socialization and will not experience obstacles to intelligently appreciate and provide solutions to societal problems (Asri, 2017).

Based on the virtues of civic education described above, it is very important to realize the development of a competent Civic Education curriculum to effectively implement the independent campus policy and oriented towards optimizing civic competence and quality services for students. Although basically, all Indonesian universities have autonomy in compiling their curriculum, as affirmed through (*Permendikbud No. 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi [JDIH BPK RI]*, n.d.), in article 41, efforts to develop the Civic Education curriculum in an independent campus are important to be realized. Because the goal is realizing national uniformity in Civic Education learning, although it is based, at least has synchronization or harmony for efforts to form Indonesian people with character, competitiveness, and excellence, even though the Civic Education curriculum is based on optimizing civic competence and quality services to students, is not generally applied to all universities in Indonesia, Not problematic because it is the essence of an independent campus. Because what is expected, the development of the curriculum becomes an indicator or reference for all universities in an effort to compile and realize an adaptive Civic Education curriculum and learning on an independent campus because it is modern, comprehensive, based on optimizing civic competence and even quality services for students (Scholes et al., 2017).

Civic Education Curriculum is a unit of tools regarding objectives, materials, strategies, practical as well as evaluation of Civic Education learning as capital in achieving national education orientation. Of course, the characteristics and orientation of the Civic Education curriculum in each university have differences due to the realization of university autonomy. But referring to the convention of Civic Education courses, as a basic and even general subject that was socialized through the Director General of Higher Education (2014) revealed that Civics learning in higher education, in its minimal substance, needs to reflect: the nature of Civics, Indonesian identity,

national integration, values and even norms, rights and obligations of citizens, democracy based on Pancasila, law and constitution, politics and even human rights, archipelago insight, even national resilience (*Surat Edaran Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Nomor 1 Tahun 2020 Tentang Pencegahan Penyebaran Corona Virus Disiase (Covid-19) di Perguruan Tinggi, Kementerian Pendidikan dan Kebudayaan – LLDIKTI Wilayah III, n.d.*).

Winataputa (Juanda & Rahayu, 2019) explained the Civic Education curriculum is necessary to represent. Basic skills and civic competencies, as an important orientation, have a scope of comprehensive Civic Education materials so that it becomes the essence of the curriculum structure and learning materials. Learning achievement indicators as success criteria are minimal guidelines regarding learning as a base reference for educators (Doğanay, 2012).

Efforts are needed to develop a Civic Education curriculum based on optimizing civic competence as well as optimal services to students need to be carried out, although it is still an academic study and has not been tested. In scientific efforts to develop the Civic Education curriculum on an independent campus, the research realized a model from Tyler (Santoso, 2021), which explained that the stages of curriculum development are: 1) orientation regarding curriculum development; 2) choosing activities that support the achievement of orientation; 3) organizing learning experiences, and 4) evaluating curriculum implementation (Al Faris, 2016).

In addition, researchers refer to Budimansyah & Suryadi (Kariadi, 2016), Civics is one of the fields of study that carries out a national mission to educate the nation's life". In the Civics curriculum, the materials contained in it are expected to provide students with an understanding of information about citizenship, which in turn can increase student citizenship awareness and will further encourage students to participate in citizenship activities in a small scope, such as on campus and in a wider scope, namely in the life of society, nation, and state.

While the configuration or systematic framework of Civics is built on the basis of the following paradigm (Kosasih, 1997; Toyibin & Djahiri, 1997), First, Civics is the curriculum designed as a learning subject that aims to develop the potential of individuals to become Indonesian citizens with noble character, intelligence, participation, and responsibility. Second, Civics is theoretically designed as a learning subject that contains cognitive, affective, and psychomotor dimensions that are confluent or mutually penetrating and integrated into the context of the substance of ideas, values, concepts, and morals of Pancasila, democratic citizenship, and defending the state (Acar, 2019; Hyslop-Margison & Thayer, 2019; Ünal & Kaygın, 2019). In the current era, the purpose of

education should not only be based on the cognitive strengthening of students but affective and psychomotor reinforcement must also be owned by students as a result of the educational process (Nurizka & Rahim, 2020).

It should be, in the current era, the purpose of education does not only come from the cognitive strengthening of students but affective and psychomotor reinforcement must also be owned by students as a result of the education process (Nurizka & Rahim, 2020). Third, Civics is programmatically designed as a learning subject that emphasizes content-embedding values and learning experiences in the form of various behaviors that need to be realized in everyday life and are demands of life for citizens in the life of society, nation, and state as a further elaboration of the ideas, values, concepts, and morals of Pancasila, democratic citizenship, and defend the country.

Especially regarding the learning function of Citizenship Education to build citizenship awareness of state defense, in accordance with the mandate of the 1945 Constitution of the Republic of Indonesia Article 30 paragraph 1 and paragraph 2 states clearly and clearly about state defense for all Indonesian people, Article 30 paragraph 1 "Every citizen has the right and obligation to participate in state defense and security efforts", then in Article 30 paragraph 2 "State defense and security efforts are carried out through a universal people's defense and security system by the TNI and Polri as the main force and the people as the supporting force". Based on Law No. 3 of 2002 concerning State Defense, article 9 clearly mandates the rules of state defense for the people of Indonesia. Participation of citizens in state defense efforts can be carried out through citizenship education, compulsory basic military training and other activities related to state defense (RI, n.d.).

The figure of good citizenship that Civic Education wants to produce is a citizen who is aware of his rights and obligations as part of the Republic of Indonesia and is independent who is not a burden to anyone, who involves himself in learning activities, understands the outline of history, ideals and goals of statehood, and is productive by contributing to promoting order, security, economy, and general welfare. According to Isep "the function and purpose of Civic Education is to form or prepare learners to become good citizens". A good citizen is a citizen who knows and understands his rights and obligations as a citizen. The rights and obligations of citizens are usually formulated in various laws and regulations set by the state. This is in accordance with the awareness of nation and state with indicators that are in accordance with the values contained in *Bela Negara* (Widodo, 2011), namely a) actively participating in community, professional and political organizations; b) carrying out rights and obligations as citizens in accordance with applicable laws

and regulations; c) participate in elections; e) participate in safeguarding the sovereignty of the nation and state. So that students will be aware of their rights and obligations as citizens and have a sense of responsibility to maintain the unity of the Republic of Indonesia.

Talking about citizenship education, we want to face the challenge of an updated curriculum namely Merdeka Belajar Kampus Merdeka (MBKM) that is interpreted as a form of giving freedom autonomously to educational institutions and independence from convoluted bureaucracy and freedom for students choose the program they want. Important Stages of Merdeka Belajar Policy including: (1) Building a technology-based educational ecosystem; (2) Collaboration with cross parties. To struggle together at the present time, need collaboration with as many parties as possible; (3) Importance of data. The centre of data by education ministry is the backbone of technology within the Ministry of Education and Culture, preparing resources human resources, and the best infrastructure for supporting government policies (Faiz & Kurniawaty, 2020).

Based on the results of research conducted by Raharjo (2020) regarding the Kurikulum Merdeka with PPKn, there is reinforcement diversity as the essence, in the form "Diversity of interests and abilities that students have is the reason most powerful order performance measurement students should not be graded simply using numbers academic achievement, but also various other activities or extracurricular". Local wisdom too is an important element in learning. Each student will be more understand the material when using local context (Raharjo, 2020). This was in line with (Nanggala & Suryadi, 2020) stated that the development of a Citizenship Education curriculum based on the concept of an independent campus needs to reflect the school of progressivism educational philosophy and collaboration with other schools of educational philosophy. Besides that, based on the result of Arnes (2023) stated that PPKn teacher in Sijunjung Regency has taken advantage of the Merdeka Mengajar Platform for acceleration independent curriculum implementation. The Merdeka Teaching Platform has greatly benefited from 31 people PPKn teachers at SMP Sejunjung District. The teacher is inspired and enlightened about good practices (Best Practice) learning-teaching from quality videos from experts and colleagues and has been validated; and also Teachers can take part in independent training that contains interesting and challenging topics (Arnes et al., 2023).

The same research conducted by Nanggala (2021) stated that the construction of the meaning of an independent campus in the perspective of Civics leads to an independent campus wanting the realization of independence and the modernization of higher education, based on the industrial

revolution 4.0, because it mandates students as learning subjects so that their interests and talents can develop optimally, in order to strengthen civic competence so that innovation and Student civilization can be realized (Agil Nanggala, 2021). The same thing conducted by Pradiva (2021) that obtained in the preparation of the Independent Learning Implementation Plan at Gunung Talang 1 Public High School, it received support from various parties, especially PPKn teachers, not only that the preparation was more effective because it did not waste time and the teacher was not burdened with administration then the teacher was free to innovate in preparing The Learning Implementation Plan and its implementation have been well implemented at SMA Negeri 1 Gunung Talang.

Regarding the constraints of the Independent Learning Implementation Plan from the point of view of preparation, namely not explaining the Competency Achievement Indicators and assessment techniques in non-detailed assessments, from the point of view of implementing the Learning Implementation Plan there is unclear information so that the teacher is confused in implementing the Learning Implementation Plan and it is difficult for the teacher to determine goals and learning activities because it seems simple. Therefore, the teacher's efforts to overcome these obstacles in terms of preparing the teacher must look at the Indicators of Achievement of Expertise in the syllabus of the subjects they will teach, in assessment techniques or assessments the teacher can make and see the attachments, not only in terms of the implementation of the teacher following the socialization (Fibra, 2021). So, based on the theory and some previous research, this study have aims, the first is to analyze the implementation of Merdeka Belajar Kampus Merdeka in Higher Education, and also to describe the designing of Citizenship Education Curriculum based on the concept of Merdeka Belajar Kampus Merdeka in Higher Education.

METHOD

This research was carried out through a qualitative approach, using the literature study method. The general objective of carrying out this research is to provide argumentative information, the relevance of the concept of an independent campus is collaborated and even elaborated through the study of Citizenship Education. Especially in the dimensions of curricular Civics and sociocultural Civics. With an orientation so that the independent campus policy at the practical level is not procedural and pragmatic. But actually, it becomes a vehicle for students to develop their abilities, both in the cognitive, affective, and psychomotor domains. Qualitative research is not

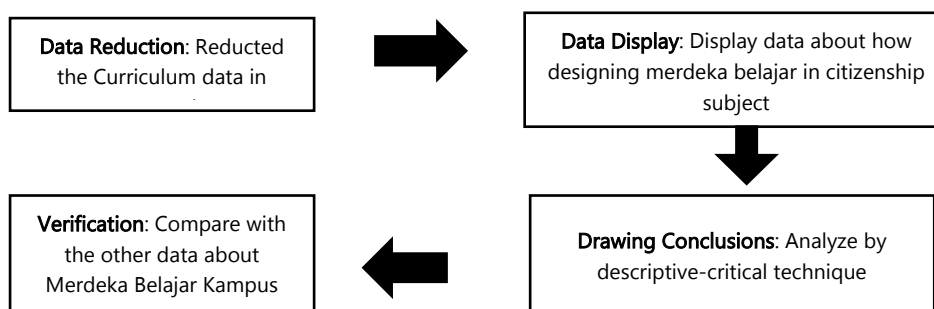
limited by certain categories because it is elaborative and in-depth. Literature sources in this study focus on journals, which are supported by juridical sources and official documents issued by the state and official institutions, both national and international. Journals are made as a source of primary literacy because journals have a high level of validity, so errors do not occur in conceptual and procedural data analysis, of course, it needs to be supported by secondary data. The journals consist of the journal that about Merdeka Belajar especially about citizenship education. List the journals can seen in the table below.

Table 1. Journals List that Used in This Study

Number	Title	Year
1.	Konstruksi Makna Kampus Merdeka dan Pemenuhan Hak-Hak Mahasiswa (Studi Fenomenologi Dalam Perspektif Pendidikan Kewarganegaraan)	2021
2.	Persepsi Guru Terhadap Rencana Pelaksanaan Pembelajaran Program Merdeka Belajar: Studi pada Guru PPKn di SMA Negeri 1 Gunung Talang	2021
3.	Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progresivisme.	2020
4.	Analisis Konsep Kampus Merdeka dalam Perspektif Pendidikan Kewarganegaraan	2020
5.	Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 sampai dengan Merdeka Belajar 2020	2020

The data analysis technique in this research uses the (Miles & Huberman, 1992) technique which reveals that the qualitative analysis process focuses on data reduction, data display, verification, and drawing conclusions. This explanation can be seen in the diagram below.

Figure 1. Diagram of the Analysis Process



FINDINGS AND DISCUSSION

Findings

This finding was about analyzing and designing the MBKM in Higher Education, especially about citizenship subjects. The analysis was about the result of analyzing the journals that consist of

MBKM through citizenship subject. There were five journals that were analyzed, as in Table 1 listed above. The analysis results through the journals are summarized in Table 2 below.

Table 2. Summary of Journals Analysis

No.	Title	Year	Result
1.	Konstruksi Makna Kampus Merdeka dan Pemenuhan Hak-Hak Mahasiswa (Studi Fenomenologi Dalam Perspektif Pendidikan Kewarganegaraan)	2021	Regarding the Merdeka with PPKn, there was reinforcement diversity as the essence
2.	Persepsi Guru Terhadap Rencana Pelaksanaan Pembelajaran Program Merdeka Belajar: Studi pada Guru PPKn di SMA Negeri 1 Gunung Talang	2021	In the Merdeka Belajar Curriculum, the teacher was free to innovate in preparing <i>The Learning Implementation Plan</i> and its implementation
3.	Konsep Merdeka Belajar Pendidikan Indonesia Dalam Perspektif Filsafat Progressivisme.	2020	The development of a Citizenship Education curriculum based on the concept of an independent campus needs to reflect the school of progressivism educational philosophy and collaboration with other schools of educational philosophy
4.	Analisis Konsep Kampus Merdeka dalam Perspektif Pendidikan Kewarganegaraan	2020	The learning of citizenship can be global, can become across major if want to search more experience, like student exchange in cultural aspect and so on
5.	Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 sampai dengan Merdeka Belajar 2020	2020	There was a statement: "Diversity of interests and abilities that students have is the reason most powerful order performance measurement students should not be graded simply using numbers academic achievement, but also various other activities or extracurricular".

The second finding was about the designing of MBKM in Citizenship Education in Higher Education. We can see in Table 3 below.

Table 3. MBKM-Based Civics Curriculum Design in Higher Education

No	Planning	Learning Process	Assessment	Evaluation
1.	Develop a citizenship education semester learning plan	Interactive-collaborative learning model in other study programs	<ul style="list-style-type: none"> Reporting ability. Assessment using observation 	This program can bridge communication between universities to establish cooperation through the MoU
2.	Citizenship Students	Study program	Recognition	and This program can

No	Planning	Learning Process	Assessment	Evaluation
	Exchange between study programs at the same university	determine and offer courses that can be taken by students from outside the study program.	equalization of the same course grades	bridge communication between study program with other study programs in the same university to establish cooperation through the MoU
3.	Apprenticeship that related citizenship education	Apprentice partners with universities, develop and agree on apprenticeship programs to be offered to students. There were hard skills and soft skills that were practiced.	The conversion of Recognition and equalization of the same course grades; Industrial Certificate.	This program can bridge communication between Apprentice partners with universities to establish cooperation through the MoU
4.	Teaching Assistant in the Education Unit	Collaboration with School; The school guarantees teaching activities in educational units that are attended by students in accordance with the agreement in the cooperation contract	Recognition and equalization of the same course grades	This program can bridge communication between School with universities to establish cooperation through the MoU
5.	Research by Students and Lecturer	Student and Lecturer can collaborate each other facilitated by the university	Research report, journal/Article about citizenship topic	This program can bridge communication between students and lecturer.
6.	Social Project by Students to Society	Natural disaster emergency response humanitarian project, carried out for one semester	Recognition and equalization of the same course grades	This program can bridge communication between non-government organization with universities to establish cooperation through the MoU
7.	Educitizenpreneurship Project	Students make an Educitizenpreneurship proposal, the lecturer accepts, and students do the project during 1-2 semester	Entrepreneur report	Students can study about the entrepreneur world, can make a little job from now, the university can facilitated the need that students

No	Planning	Learning Process	Assessment	Evaluation
8.	Thematic Real Work Lecture (KKNT)	form of education with how to provide learning experiences for students to live in the middle community outside the campus, which is direct with the community identify potential and deal with problems so that it is expected to be able to develop village/regional potential and concocting solutions to existing problems in the village.	KKNT report, recognition and equalization of the same course grades	needed. This program can bridge communication between the village (Community) with universities to establish cooperation through the MoU

In the study of Citizenship Education, there are three technical terms that are widely used, namely civics, civic education, and citizenship education. The term civics is the oldest term since it was first used by Chreshore in 1886 (Somantri, 2013) to denote the science of citizenship, whose contents include studying relations between citizens and the relationship between citizens and the state. The terms civic education and citizenship education emerged in the early 20th century in the United States and are used interchangeably to denote character education programs, ethics and virtues, development of the functions and political roles of citizens, development of personal qualities, as well as integrated school education programs. or a standalone subject.

(Nanggala & Suryadi, 2021) & (Nanggala & Suryadi, 2020) stated that the development of a Citizenship Education curriculum based on the concept of an independent campus needs to reflect the school of progressivism educational philosophy and collaboration with other schools of educational philosophy (Cogan et al., 1999). The development of the Civics curriculum on independent campuses does not differ significantly from the scope of Civics materials in tertiary institutions socialized by the Director General of Higher Education (2014) (Kerr, 2003). The differences and renewal of the curriculum lead to independent learning and focus on students (student-centered learning), comprehensive learning (in the classroom and directly in the community), emphasizing the importance of developing student interests and talents (Banks, 2001).

Discussion

In discussing the Citizenship Education curriculum, there are differences in the use of the terms civics, civic education, and citizenship education in various countries, such as France, Singapore, Italy, Hungary, Japan, the Netherlands, Spain, the United States, and Indonesia. Although these terms have similar meanings, there are differences in usage in each country which can lead to confusion in understanding the concept of Citizenship Education (Lillo & Leyton, 2022).

In Indonesia, the term Citizenship Education (PKn) is used to denote a subject, while civic education (PKn) refers to the systemic conceptual framework of educational programs for democratic citizenship. The concept of citizenship education is also called the civics education system (spkn/SPKn) which can be written in all uppercase or lowercase letters. The term Citizenship Education (PKn) has been used since the 1960s as a subject in schools, and in 2013 it was made mandatory as a subject at all levels of education (Jamjemah et al., 2022).

In a broader sense, the term citizenship education is used in England as an overarching concept that includes civic education as the main element, namely educational programs outside of formal education such as sites of citizenship or citizenship sites. Whereas in the United States, the term citizenship education is used in the sense of being the essence or core of social studies. The term civic education is more widely used in the United States as well as several new countries in Eastern Europe that receive professional development from the Center for Civic Education and its partner universities in the United States. The term civic education tends to be used specifically as a subject in the context of formal education (Santoso, 2021).

The concept of Independent Learning Independent Campus has several advantages, namely making the world of lectures more flexible, giving students the opportunity to explore the subjects they study, providing a platform for students to get involved in the community, and being able to prepare themselves to enter the world of work. This program is considered very suitable and appropriate to prepare students for the world of work and is able to accommodate students to be more competent (Zarkasi et al., 2022).

Merdeka Learning Merdeka Campus is an innovation offered by the Minister of Education to answer educational challenges (Ramadina, 2021). The concept of Merdeka Learning Merdeka Campus is suitable to accommodate the hyper-customization character possessed by Generation Z, which, if treated properly, is not impossible for this generation to become the golden generation of Indonesia in the future.

One of the important steps in overseeing the Freedom to Learn Campus Freedom policy is to prepare an appropriate curriculum (Sanjaya et al., 2021). Law No. 03 of 2020 concerning National Higher Education Standards and Law No. 12 of 2012 concerning Higher Education regulates the higher education curriculum which is a set of plans and arrangements regarding objectives, content, and teaching materials as well as the methods used as guidelines for organizing learning activities to achieve Higher Education goals. Each Tertiary Education Institution must develop a curriculum that refers to the National Higher Education Standards for each Study Program which includes the development of intellectual intelligence, noble character, and skills (Angyanur et al., 2022).

The development of the Citizenship Education curriculum at the independent campus aims to optimize civic competence and provide quality services for students. This is a strategic step in realizing civilized citizens (civic virtue). The orientation of curriculum development on an independent campus leads to scientific efforts to provide independent, participatory, democratic, modern, quality learning, and provides direct learning spaces in the community (service learning).

Civics learning on an independent campus must be relevant to the Civics curriculum that is being developed and based on optimizing civic competence and quality services for students. Learning practices at the independent campus are very diverse and must emphasize the importance of developing student interests and talents (Rosidah et al., 2021). Therefore, learning must be substantive and comprehensive, not just procedural and pragmatic. As a compulsory subject in tertiary institutions, Civics must have a real role in efforts to manage the demographic bonus in order to increase the competency of Indonesian human resources who are personable, competitive, and superior and increase national innovation, as well as minimize unemployment and poverty. Civics need to continue to be adaptive and comprehensive in facing the challenges of globalization and international competition while remaining based on Pancasila and the 1945 Constitution (Mantra et al., 2022).

CONCLUSION

The Citizenship Education course is an interdisciplinary field of study, meaning that civics scientific material is translated from several disciplines including political science, state science, state administration, law, history, economics, morals, and philosophy. The Citizenship Education course plays an important role in forming good citizens in accordance with the philosophy of the nation and the state constitution, as well as in responding to the challenges of the development of

democracy and national integration and especially in the MBKM concept. Merdeka Belajar Kampus Merdeka encourages and facilitates students' rights to master various knowledge that is useful for entering the world of work and provides opportunities for students to have other learning experiences outside of their study program. Civic-MBKM based that means in this study was designed into some form of education in higher education, namely (1) the lecturer have to develop the RPS (Semester Learning Plan) of citizenship education; (2) citizenship Students Exchange between study programs at the same university; (3) apprenticeship that related citizenship education; (4) Teaching Assistant in the Education Unit; (5) Research by Students and Lecturer; (6) Social Project by Students to Society; (7) Educitizenpreneurship Project; and the last activity is about (8) Thematic Real Work Lecture (KKNT).

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