

Integrating Citizenship Education in The National Curriculum: Challenges and Opportunities

Akbar Aba¹, Ilmiawan Ilmiawan¹, Jumiati Nur¹

Abstrak

Pendidikan Kewarganegaraan (PKn) berperan penting dalam mengembangkan warga negara yang cerdas, bertanggung jawab dan berkomitmen terhadap nilai-nilai kewarganegaraan yang baik. Artikel ini mengeksplorasi pentingnya Kewarganegaraan dalam membentuk karakter dan sikap warga negara yang dapat berkontribusi positif bagi masyarakat dan negara. Dengan menganalisis tujuan dan kurikulum Kewarganegaraan, artikel ini menekankan aspek-aspek seperti pengembangan literasi kewarganegaraan, pemahaman hak dan kewajiban warga negara, serta menanamkan nilai-nilai Pancasila sebagai landasan moral dan ideologis bangsa. Artikel ini juga menyoroti tantangan dan peluang dalam menerapkan pembelajaran Kewarganegaraan yang efektif, termasuk pentingnya metode pengajaran yang inovatif dan kontekstual serta peran guru sebagai fasilitator dan panutan bagi siswa. Dengan demikian, artikel ini berkontribusi pada pembahasan tentang bagaimana Kewarganegaraan dapat dioptimalkan untuk membentuk generasi muda yang cerdas, bertanggung jawab dan memiliki rasa kebangsaan yang kuat.

Kata kunci Pendidikan Kewarganegaraan, literasi kewarganegaraan, nilai-nilai Pancasila, warga negara yang bertanggung jawab, metode pembelajaran yang inovatif

Abstract

Citizenship Education (PKn) plays a vital role in developing citizens who are intelligent, responsible and committed to the values of good citizenship. This article explores the importance of Civics in shaping the character and attitudes of citizens who can contribute positively to society and the country. By analyzing the objectives and curriculum of Civics, this article emphasizes aspects such as developing civic literacy, understanding the rights and obligations of citizens, and instilling Pancasila values as the nation's moral and ideological foundation. This article also highlights the challenges and opportunities in implementing effective Civics learning, including the importance of innovative and contextual teaching methods and the role of teachers as facilitators and role models for students. Thus, this article contributes to the discussion about how Civics can be optimized to form a young generation who is intelligent, responsible and has a strong sense of nationality.

Keywords Citizenship Education, civic literacy, Pancasila values, responsible citizens, innovative learning methods

Introduction

Citizenship Education (PKn) is a subject that plays an important role in shaping the character and attitudes of good citizens. In the Indonesian context, Civics aims to instill Pancasila values, build a sense of nationalism, and prepare the younger generation to become active and

*Koresponden:
Akbar Aba

akbaraba97@gmail.com

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responsible citizens. However, the integration of Civics in the national curriculum often faces challenges and opportunities that need to be addressed and optimized.

One of the main challenges in integrating Civics into the national curriculum is the diversity of cultural, social and economic backgrounds of students throughout Indonesia. Civics learning materials and methods must be able to adapt to local contexts and be relevant to students' real lives. In addition, there are challenges in balancing theoretical and practical aspects in Civics learning, as well as developing innovative teaching methods that involve active student participation.

On the other hand, there are opportunities that can be exploited in integrating Civics into the national curriculum. The development of information and communication technology can be utilized to create learning methods that are more interactive and interesting for students. In addition, collaboration with community institutions and local governments can provide a more real and contextual learning experience for students.

To face challenges and take advantage of these opportunities, it is necessary to evaluate and refine the Civics curriculum regularly. Apart from that, improving the quality and training of Civics teachers is also an important factor in ensuring the effectiveness of Civics learning throughout Indonesia. The MBKM curriculum reform initiative seeks to inspire students to take up skills. The public has positive and negative opinions about the MBKM program, especially students. Which has feel impact and own opinion about policy the. Therefore, the author is very interested in conducting a study related to Integrating Citizenship Education in the National Curriculum: Challenges and Opportunities.

Literature review

Civic education

Citizenship Education (PKn) has a strategic role in forming citizens who are intelligent, responsible and have good character. Therefore, the integration of Civics into the national curriculum is an important thing to pay attention to and strive for optimally. However, this integration process is not free from challenges and opportunities that must be faced and utilized properly. One of the main challenges in integrating Civics into the national curriculum is the diversity of cultural, social and economic backgrounds of students throughout Indonesia. Budimansyah (2010) highlighted that "differences in student characteristics, environment and culture in each region require adjustments in the implementation of Civics learning. Therefore, a contextual and adaptive approach is needed in the delivery of Civics material so that it can touch the needs and conditions of students in each region.

Apart from that, there are challenges in balancing theoretical and practical aspects in Civics learning. Samsuri (2011) emphasized the importance of "developing civics learning that does not only emphasize cognitive aspects, but also affective and psychomotor aspects. In this way, students not only gain knowledge about citizenship, but also develop the attitudes and skills needed as active and responsible citizens answer.

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digital era. The use of technology can help create learning methods that are more interactive, interesting, and in line with the characteristics of today's young generation.

In addition, collaboration with community institutions and local governments can provide a more real and contextual learning experience for students. Winataputra and Budimansyah (2012) stated that "collaboration with various related parties can help create a learning environment that supports the development of civic competence. With this collaboration, students can gain direct experience in participating and contributing to social and state life.

National Curriculum

Four characteristics of the 21st century impact civilization and everyday life. faster tempo. Second, the huge impact on people's daily lives as well as the aesthetic, moral and religious values provided by science and technology. Third, struggle to survive between countries is not only limited to the economic field but also includes a number of other fields, such as culture and ideology. Fourth, it is not impossible the effect of technology can quick delete principles ethics And religion as well as produce system different values from what is currently understood. The growth of science and technology-based sectors continues to grow fast, although face obstacle globalization, besides role crucial Which they play.

Teachers or lecturers must take the first step towards transformation by switching from pattern learning traditional Which centered on Teacher or lecturer to pattern learning which is student-centered in order to build 21st century learning. Traditional learning style can be described as a learning style when the teacher often talks and students only listen, take notes and memorize more. Another important factor is that the teacher will provide a good example for students (model learner).

The 2019 curriculum will be the MBKM (Freedom of Learning) curriculum Campus Merdeka) updated from the 2013 curriculum to reflect the educational needs of the century 21 by the Minister of Education and Culture Nadiem Makarim. Core from education is curriculum. Corner look this shows how importance existence curriculum in context education national because of the curriculum in a way significant influence How education constructed And presented in public (Hidayat 2011). Curriculum is gathering plan And agreement that outlines the objectives, subjects, and resources that will be covered in class, as well as that procedure must followed in compile activity learning For reach objective higher education. Program Curriculum Study Independent - Campus Independent (MBKM) is initiative from the Ministry Education And Culture Republic Indonesia Which endeavor supports students' ability to master various competencies such as: stated in Minister of Education and Culture Regulation Number 3 Year 2020 about Standard National Education Tall (Susetyo 2020).

According to Munandar, the curriculum is a map that can be used as a compass in the teaching and learning process, regardless of how educators teach, but this does not rule out possibilities that curriculum is step concrete in form character And attitude. student. The curriculum can be considered as a collection or system of plans and arrangements of educational resources that serves as a guide for teaching and learning activities. All parties who interested And direct bound with function curricular, by Because That must understand it. The curriculum used needs to be known by all parties, including the government through schools and education services, parents, teachers and students who implement the curriculum (Yulianto 2022)

Indonesia is not the only large country that has carried out curriculum revisions and curriculum improvements. Many jurisdictions have changed their curriculum creation processes recently from an iterative approach to a more or less continuous approach. In addition, many jurisdictions that never used (or had abandoned) state-based curriculum instruments began (re)introducing formal curriculum documents to organize the work of their schools. England was the first, and most dramatic, of these cases with its implementation of the National Curriculum in 1991. Forty-three US states (out of 50) have adopted the federally sponsored Common Core State Standards for English language arts and mathematics as the basis for the new chapter. state-based intensive curriculum development (Westbury et al. 2016).

The global trend to emphasize skills and output regulation has entailed transformation draft base in curriculum in all over world, start from teaching, knowledge and Education's new curriculum is not a linear process of increasing homogenization but is developing in surprising directions. The combination of externalization efforts to the 'outside' (e.g. policy-lending) and past history (e.g. as 'retrotopia') results in the emergence shapes education new Which creative, possible system For continuing its own autopoiesis. Making curricula in various countries and nations with its local possibilities will be seen to increasingly adapt to the (teleological) process of global standardization, driven by the power of transnational organizations. In this picture, the emergence of education is based results, looks real And No can avoided, supported by system measurement large scale such as PISA (Hilt and Riese 2022).

Like laws, curricula, on the one hand, are binding norms that need to be followed, but on the other hand they continue to be contested and become the subject of discussion. Contestation between actual norms (facticity) and the moral and ethical basis of norms (validity), as conceptualized in theory discourse law Habermas, materialized in discussion about fill and curriculum objectives (Säily et al. 2021) Curriculum is very important in the world of education not only in Indonesia but in various country world Also very notice curriculum, With the help of the curriculum, you can find out where the training objectives are implemented. In short, as part of the school, can know which direction you will get at this school. Therefore, a legal curriculum is mandatory in every institution education.

Educational foundations, curricular theory, and Didactics have come under fire within the framework of this change for not contributing to what is considered the primary goal of educational activity, which for many governments is increasingly centered on measurable educational outcomes. German, for example, experience shock PISA on years beginning century 21st as consequence of the surprising discovery that many young Germans do not show very high levels of math and English proficiency in the PISA exam (Hordern, Muller, and Deng 2021).

The government continues to move forward by changing education policies in order to improve the quality of education in Indonesia and carry out the moral mandate of the Preamble to the 1945 Constitution for the administration of government. In fact, the Indonesian government has traditionally paid more attention to the education industry. This is demonstrated by the implementation of a number of government policies in the education sector, including the establishment of compulsory education programs, the provision of scholarships for underprivileged communities, and initiatives to increase the level of education, as well as the allocation of 20% of the state budget. budget for this area. However, a question the main thing is Where to direction education Indonesia moment This And Why Still Far left behind from other countries in the world (Mustagfiroh 2020).

The role of the curriculum in educational progress, both in Indonesia and in the world, is very important. Of course, the curriculum in each country is different based on their respective educational goals. The curriculum can be used to determine educational goals implemented. Direction learning Which will allowed in school will known within the boundaries of the institution. A legal curriculum should be present in every educational setting for this reason. There have been several curriculum changes in Indonesia. The Ministry of Education, Culture, Research and Technology has released a new policy regarding the Indonesian education system (Kemendikbudristek). The new guidelines that control the teaching and learning process are known as curriculum. So, to address this, Nadiem Anwar Makarim, Minister of Education, Culture, Research and Technology (Kemendikbudristek), founded Merdeka Belajar. Two principles, "Free to Learn" and "Independent Campus", form the MBKM curriculum. Learning freely allows for creative thinking and discovery. On the other hand, independent campuses are a development of independent college study programs tall.

Education must be positioned as a subject in its own right to provide solid professional educational knowledge that can influence practice and foster growth education. With understanding Which clear about What That education, field this study focused on themes Which related with practice, world education Which actually, and schooling. It must create its own original body of theory, which must build on, be enlightened by, and encompass theories from the basic sciences and allied domains (Deng 2021).

Civics Challenges and Opportunities

Citizenship Education (PKn) has a strategic role in forming citizens who are intelligent, responsible and have good character. However, in efforts to integrate Civics into the national curriculum, there are challenges and opportunities that must be faced and utilized properly. One of the main challenges in integrating Civics into the national curriculum is the diversity of cultural, social and economic backgrounds of students throughout Indonesia. Budimansyah (2010) highlighted that "differences in student characteristics, environment and culture in each region require adjustments in the implementation of Civics learning. Therefore, a contextual and adaptive approach is needed in the delivery of Civics material so that it can touch the needs and conditions of students in each region.

Apart from that, there are challenges in balancing theoretical and practical aspects in Civics learning. Samsuri (2011) emphasized the importance of "developing civics learning that does not only emphasize cognitive aspects, but also affective and psychomotor aspects. In this way, students not only gain knowledge about citizenship, but also develop the attitudes and skills needed as active and responsible citizens answer. On the other hand, there are opportunities that can be exploited in integrating Civics into the national curriculum. Yuliati (2017) highlighted the importance of "utilizing developments in information and communication technology in Civics learning to increase civic literacy in the digital era. The use of technology can help create learning methods that are more interactive, interesting, and in line with the characteristics of today's young generation.

In addition, collaboration with community institutions and local governments can provide a more real and contextual learning experience for students. Winataputra and Budimansyah (2012) stated that "collaboration with various related parties can help create a learning

environment that supports the development of civic competence. With this collaboration, students can gain direct experience in participating and contributing to social and state life.

Research methods

The approach used in this research is qualitative. In accordance with the research objectives which include firstly recording all outcomes related to the challenges and opportunities in integrating Citizenship Education (PKN) into the national curriculum in depth, this type of research is categorized as library research. uses Gramsci's idea of "hegemony" to analyze the challenges and opportunities in integrating Citizenship Education (PKN) into the national curriculum in depth and then expresses criticism of previous discourses about educational capitalism in MBKM based on the study findings.

Besides That, Approach Which used is study literature. For gather data, various internet reference sources were searched using the term "challenges and opportunities in integrating Citizenship Education (PKN) into the national curriculum in depth". Indonesian and English were used in the data collection process with online information sources (Vhalery, Setyastanto, and Leksono 2022).

Result

In reality, MBKM and overhauling the education system are hegemonic goals for the survival of capitalism. This Freedom of Learning, especially in academic circles, Independent Campus (MBKM) or Independent Learning, Independent Campus, is very popular. He does this while gradually exposing the shame of capitalism's failures, especially how the secular education system provides a future for young people and this nation. In December 2019 and January 2020, respectively, Merdeka Belajar and Kampus Merdeka were introduced. Apart from being the core of the revision (draft) of the 2003 National Education System Law, it is the government's priority agenda for education and is even the forerunner of Indonesia's education roadmap for 2020–2035. This means that MBKM is not just a technical program in each episode or in its entirety. Merdeka Belajar or MBKM is defined as "government policy to provide independence to student For follow process learning in outside program studies or campus for a maximum of three semesters" in the Independent Campus Independent Learning (MBKM) guidebook published by the Ministry of Education and Culture and Culture in 2021. The idea is for children to experience learning in a new environment. Of course, learning takes place in different environments.

Students involved in independent learning are expected to have abilities such as: solution problem, think critical, Work team, communication, empathy, and caring to the environment. All are included in the soft skills category. He is required to fulfill the hard skills (competencies) he obtained in accordance with the study plan. College graduates become superior humans who are competitive, tough, agile and adaptive by combining these two talents. As a result, they are prepared to survive in an ever-changing and dynamic environment. The types of activities are also different. Starting with student exchanges, internships, business ventures, research, autonomous projects, classroom teaching, charity efforts, and village service. Additionally, a student has the option of attending a home or foreign college. Regarding the MBKM policy, it is evident that this strategy contributes to the ongoing process of reproducing the skills of skilled workers to keep capitalism from being reproduced. The knowledge and skills learned through the Independent

Campus system are ultimately aimed at serving capitalist demands and interests, ensuring higher education graduates are competent and ready to face the world Work.

The phrase 'education' is a term often used interchangeably with two ideas This previously used by Ki Beat it Dewantara For against practice colonial education. But as we can see, the MBKM program reduces education to creation power Work, Which contradictory with intention beginning Ki Beat it Dewantara. Thinking H. Mohammad Hatta, who emphasized that the university academic community must have intellectual ability, moral integrity, and commitment to society is the basis for an ideal educational vision for Indonesia. Universities also need to educate their students how to uphold civility in society, become intellectual leaders, and foster a spirit of unity. There are dominating forces and interests that provide influence behind state policies related to education based on two main theories, namely Antonio Gramsci's theory of hegemony and Ideological State Apparatuses (ISA) from Louis Althusser. Country, actor capitalist, And player industry regional And international are several factors the.

PTN (state universities) and PTS (private universities) are given the ability to create new study programs as the first policy that regulates (study programs). The accreditation system is covered in the second governance policy. Third key policy governance: Work Units (Satker) and Public Service PTNs (BLU) are permitted to become Legal Entity PTNs (BH). The right to take courses outside the study program and changes to the definition of semester credit units are regulated in the fourth main policy (SKS) (Rachmat, Hartono 2022). Program reaccreditation, students' ability to take courses outside their study program, opening of new study programs, and freedom for state universities.

Public Services (PT BLU) and work units (Satker) becoming universities or legal entities are the four pillars of independent campus policy. often called PTN BH. There are two of the four points Which need more Lots thinking and discussion. The reason is, without exists thorough discussion, this policy will change the definition of higher education and increase the costs of higher education. The first concerns student internships and the practicalities of universities becoming legal organizations. One of the ways the government has implemented to gradually reduce school costs is to make it easier to change legal entities. State Universities (PT BLU) and Public Service Agency Work Units (Satker) becoming legal entity universities is a simple option that the government can take to reduce education subsidies to related universities. Legal entities are almost always associated with costs or funding For education public. Government delete subsidy in a way gradually. Decreasing government support for education and changes in legal entities will causes universities to concentrate on two things. introducing new academic programs (prodi) for graduates is

Second, remaining government aid for education would burden the general economy if cut. Because universities will raise tuition fees to survive. The relationship between universities is reduced to producers and customers. Submission of bargains to the market. The term for this is educational capitalism. Universities will simply turn into factories that create labor reserves for businesses under this strategy. And, in any case, think that higher education has an important purpose for society that goes beyond just discussing jobs and business. According to Dan, if the higher education framework is only summarized according to market needs and is always linked to industry, it will only limit the function of the campus itself. In the Tri Dharma of Higher Education, there are two things (goals of higher education) that we all agree on. The first is to increase the human resource base, and the second is to create new knowledge.

So, according to Gramsci's perspective, through the theory of hegemony, it is believed to have brought about significant changes and triggered discussions about the theory of social change. His extraordinary idea of hegemony is considered a fundamental alternative paradigm for an apprenticeship policy at the Merdeka Campus which is the second topic highlighted. Likewise, if apprenticeships are not to be interpreted as a means of replenishing labor reserves, we must agree on that point. Dan said that the students had not been able to answer these questions in previous sessions. The Minister explained that the background was to discuss its connection with the commercial or industrial sector and compare it with the unemployment rate among students. And Satriana disagrees on the grounds of the need to meet industrial needs. If our government's worldview is correct and universities still have to depend on business, they will be left behind in the development of pure science. Not all knowledge is directly related

with the commercial or industrial sector. But that information is necessary for future progress. Not all pure scientific disciplines, such as physics, chemistry, astronomy and anthropology, can compete with industry in the near future. Apart from that, according to Gramsci, from the hegemony of MBKM, especially the internship program, there is a concept of knowledge-based economy (KBE) and MBKM policies will not be separated. In the MBKM strategy promoted by the capitalist system, KBE on campus has established its position as a strong slogan. Economic growth is based on education. The presence of young people in college or on campus seems to be only become a pillar development industry Which considered important For prosperity economy. With say On the other hand, young people develop into workers or potential employees. Collaboration between universities and businesses that have industrial land on campus is quite smooth.

Students' thinking is dwarfed by the MBKM mantra which is a product of capitalism. The rapid industrialization of education frees young people to face reality without feeling obliged to participate in various solutions difficulties in their daily lives. The MBKM program is currently in its 22nd episode, attended by 123,000 students from 2,600 institutions in Indonesia and giving them access to more than 2,700 corporate partners for learning opportunities. However, the journey of MBKM's mantra does not match its unworthy goals. In reality, the intellectual unemployment gap the more wide along with the more many generation young Which passed. Role The ideal of youth seems to have suddenly disappeared, replaced by a state of mere resignation and loss of inner competitiveness life.

The high rate of educated unemployment in society today is not solely the result of an education system that is allegedly static, uncreative and dynamic, thereby forcing the "independent campus" program. In fact, the neoliberal system implemented by the government is what causes open unemployment. With this system, all industries are commercialized, and Indonesia is connected to the WTO, allowing the entry of large numbers of foreign workers. However, the government does not really make efforts to create jobs for the community. Moreover, the school only encouraged practical and worker-minded thinking; it does not encourage creative social innovation.

Power is not only concentrated in the state, as shown by Gramsci's idea of an integrated state. Since relationships are how power is understood, social ties in civil society are also examples of power relationships. Draft Outlook Gramsci about power so that through analysis the according to Gramsci in a Policy called MBKM (Kampus Merdeka Belajar Mandiri) was created to help students develop their soft and technical skills. However, education, especially higher education,

is increasingly irregular rather than improving students' abilities. Because if you see return demands business And industry, You will see that they dictate course of education. Every student must be given the opportunity to develop a work attitude in college.

Conclusion

Integrating Citizenship Education (PKn) into the national curriculum is an important effort in forming citizens who are intelligent, responsible and have good character. However, this integration process is not free from challenges and opportunities that must be faced and utilized optimally. The main challenge in integrating Civics into the national curriculum is the diversity of cultural, social and economic backgrounds of students throughout Indonesia. This requires adjustments in the implementation of Civics learning so that it can meet the needs and conditions of students in each region. In addition, there are challenges in balancing theoretical and practical aspects in Civics learning, where students need to develop not only knowledge, but also the attitudes and skills needed as active and responsible citizens.

On the other hand, there are opportunities that can be exploited in integrating Civics into the national curriculum. The use of information and communication technology in Civics learning can increase civic literacy in the digital era and create learning methods that are more interactive and interesting for the younger generation. In addition, collaboration with community institutions and local governments can provide a more real and contextual learning experience for students in participating and contributing to social and state life. To face challenges and take advantage of these opportunities, it is necessary to evaluate and refine the Civics curriculum regularly to ensure the relevance and effectiveness of learning. Improving the quality and training of Civics teachers is also an important factor in ensuring the effectiveness of Civics learning throughout Indonesia. With these efforts, it is hoped that Civics can be well integrated into the national curriculum and play an optimal role in forming citizens who are intelligent, responsible and have character that is in line with the noble values of the Indonesian nation.

Detail penulis

¹Universitas Muhammadiyah Makassar

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Catatan Penerbit

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