

Futuristic Education Towards the Implementation Of the Independent Curriculum: *Literature Review*

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INTRODUCTION

Education is a dynamic field that continuously evolves, adapting to new developments and challenges. In Indonesia, the education system faces significant issues, including moral degradation, violence, and disrespect for cultural, economic, and religious diversity. This deterioration is evident in increased cases of fights, violence, and sexual harassment among students. The nation's education emphasizes maintaining exemplary morals to counteract these negative trends (Manalu et al., 2022). Teacher readiness and adaptability are crucial in implementing curriculum changes, ensuring that education remains dynamic and achieves its objectives (Vhyshnavi & Khairul Azhar, 2021).

Education in Indonesia also involves a systematic approach based on philosophical and practical principles. Pedagogy provides a framework for human development and the purpose of education (Hadiansyah & Muhtar, 2023). In the 21st century, technological advancements present new challenges, requiring a futuristic pedagogic approach to prepare individuals for the future. This approach integrates various sciences, aiming to anticipate social changes and direct the curriculum toward the needs of modern society (Yunansah et al., 2022; Arifai, 2019). The 2013 curriculum (Kurtilas) and the Independent curriculum demand mastery of science and technology from teachers and students to keep pace with globalization and rapid changes (Rahayu et al., 2022).

As a holistic concept, futuristic education emphasizes critical, creative, and imaginative thinking. It aligns with the Independent curriculum's goals, focusing on preparing students for future challenges. However, obstacles remain in implementing the Independent curriculum, primarily due to educators' lack of understanding (Alimuddin, 2023). To overcome these challenges, education must combine futuristic and holistic approaches, ensuring a comprehensive development framework that adapts to the evolving educational landscape (Subandi, 2011).

LITERATURE REVIEW

NAME AND YEARS	THEORY
Budiyono & Kurniawati (2024)	Futures education can build critical consciousness, build entities and identities of democratic and technological societies. Based on life in the future as a substantial idea about human nature as a multidimensional being.
Aly & Budiyono, (2024)	a philosophical approach by prioritizing the ability to think creatively, critically and imaginatively which can focus on developing students who are able to understand multidimensional life and control life in the future
Fadhli, (2022)	The learning planning for the independent learning curriculum at SDN Pajang 1 Surakata is still not fully implemented in accordance with the provisions of the independent curriculum for seven stages of learning planning.
Zumrotun et al., (2024)	The Independent Curriculum is more flexible and allows teachers to implement and provides implement teachers with flexibility in implementing learning. Teachers can freely use various models, media, and flexibility for teachers in implementing learning, where teachers can freely use multiple various models, media, flexibility for teachers in implementing learning, where teachers can freely use multiplevarious models, media and teaching tools according to students' needs.
Sumilat & Pangalo, (2024)	Students are given the freedom to develop their skills, while each lesson follows the characteristics of character education in the independent curriculum



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METHOD

The method used in this study is literature study (*library research*). This literature study is a data collection technique that involves reviewing and analyzing various literature sources such as books, internet articles, and the results of previous research, as well as based on multiple reference sources relevant to the research topic. (Adlini et al., 2022) The literature study aims to discover the picture and subject matter that will be raised thoroughly by the topic of discussion. Relevant references are needed in research, either in a theoretical or practical context. The data was obtained by digging up information pertinent to the study. For the criteria of journal articles published in the last ten years, the source of the journal must be published and indexed in *science and technology*, Syntax of the Ministry of Education and Culture, *ScienceDirect*, and *Sagehub*. The keywords used in this search are futuristic education and the implementation of the independent curriculum.

FINDING & DISCUSSION

Name and Years	Heading	Research Methods	Research Results
Aly & Budiyo, (2024)	The Role of Futuristic Approaches in Curriculum Transformation Towards the Digital Era	Literature Studies	The concept of futuristic learning is used to prepare for the future, so readiness is needed for students' success in education. The multicultural learning process that can involve the role of educators and students is a process for the sustainability of capital in facing the futuristic aspect of the future.
Thana & Hanipah, (2023)	Independent Curriculum: Transforming Elementary Education to Face the Challenges of the 21st Century	Literature Studies	The 21st century presents a challenge for the future, showing its readiness to realize the Independent Learning curriculum. Strong evidence is seen from the readiness and readiness of students to welcome a new futuristic education. Where principals, teachers, and students participate in evaluating 21st-century learning should make it part of a holistic education effort to prepare future generations.
Syarifah, (2023)	Progressivism of Independent Curriculum Implementation: A Futuristic Study	Literature Studies	The results of this study show that progressivism and the independent curriculum are the same as compiling independence in students in exploring science and choosing their interests and talents for the future of Indonesia. The presence of the Merdeka curriculum contributes to the development of technology and information in a futuristic way; teachers can show a life skill in their proficiency of students towards a golden generation in the future with the ability to create digital technology.
Hidayat, (2018)	Development of the Implementation of the Islamic Religious Education Curriculum at SDN Demangan Yogyakarta	Qualitative with Case Studies	It is carried out using two aspects: Development in the classroom and Development outside the classroom. The results of this study show that teachers are still using the conventional method in PAI subjects and are still confused about the 2013 curriculum. The reality is that the 2013 curriculum is too high in material that is not to the ability of children in general, which results in many students having difficulty learning.
Agustiana & Asshidiqi, (2021)	The Role of the Curriculum and Its Relationship with Educational Development in Educational Institutions	Literature Studies	The research results show that the curriculum that develops meets the demands of the future with the advancement of science and technology, which continues to develop rapidly. This is based on a curriculum that must be flexible, futuristic, and adaptable to change to continue playing an essential role in the educational process allocated by drafting, implementing, evaluating, and improving the curriculum.

FINDING & DISCUSSION

This research shows that an independent curriculum that welcomes science and technology is essential for the sustainability of education today. The independent learning curriculum emphasizes how the talent and intelligence of each student. (Marisa, 2021). Students have different learning abilities, and each student is suitable. The curriculum is the core of a complete education that must be continuously developed by conducting evaluations to have a nominal value given the current development and education needs. Education in the current era requires new challenges in producing creative, innovative, spiritual students and normative values that must be applied in the development of current education.

An independent curriculum aims to understand and enable the future of education to align with its development (Fitriyah & Wardani, 2022). The independent curriculum can then be packed with educational capabilities that have quality values, are fast, and can design marked learning by trying new things. From there, it begins as independent learning education. Futuristic Education can encourage the use of advanced technology as a learning tool by using technology. The concept of learning obtained in Education refers to the curriculum in Indonesia today. The concept of multiliteracy can be used as an assumption in an idea of the challenges of education in the 21st century. (Herlambang et al., 2020) Therefore, the discussion explains that education in the futuristic can provide challenges and new things in learning activities. In futuristic models, the approach centered on learning in education with strengths and weaknesses as learning. This is meant to provide the power to become lifelong learners using futuristic models that can give future challenges. (Nurjariah et al., 2022). The future is related to the curriculum.

FINDING & DISCUSSION

The current curriculum is undergoing very complex changes. One change that can be obtained in the independent curriculum is changes in the types of collaboration, implementation, and assessment based on students' levels. One of the activities currently being developed in the independent curriculum involves creativity. (Koswari Nandang et al., 2023) Students' and teachers' creativity is evident in their activities; the most apparent advantage or benefit in education is the role of a student. Students have their characteristics and futures. In addition, the influence of education in the community can affect the education of students, one of the school and family environments. (Mawati et al., 2023) Social benefits can develop the form and value of education. Characteristic and futuristic can be considered from the reality of social life in school. In this way, it can be related to the independent curriculum, which provides things and activities to respond to the character of each student to support an education in the future.



CONCLUSION

Curriculum Merdeka can apply the ability to assess the creativity of students and teachers in a structured, planned, and creative manner, wherein in this curriculum, students can broadly do various things in their imagination by providing extensive knowledge in the learning process. By developing futuristic education that can condition and provide an approach to the concept of future learning for students by using science and digital technology for future education

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