

# JURNAL MANAJEMEN PENDIDIKAN (JMP)

P-ISSN: 2087-1538

E-ISSN: 2597-8659

Homepage: <http://journal.unj.ac.id/unj/index.php/jmp>

Vol. 15, No. 1, Juni (2024)

## The Concept Map of Independent Learning to Prepare the Golden Generation 2045

Siti Nabilah

Universitu of Nahdlatul Ulama Indonesia

[sitinabila@unusia.ac.id](mailto:sitinabila@unusia.ac.id)

### ABSTRACT

#### Background

The concept of independent learning is an effort to create a learning environment that is free of expression and free from various pressures, but a fun learning activity.

#### Purpose

The purpose of this research is to describe the concept map of independent learning to prepare the golden generation 2045.

#### Design/method/approach

The method of research is qualitative with literature study techniques. The technique of collecting data is by conducting study studies of books, journals, and articles that are related to the research topic.

#### Results

This concept has four aspects that can be used as a basis for preparing this generation. First, the use of technology will make students more critical, active, capable, collaborative, and innovative. Second, the competence of students is needed at the moment. With that competence they have experience, knowledge, they can work faster, problem-solving, and they can also adapt very well. Third, the creativity of students will make them more productive, think smart, good work in team, and they can fast adapt to changes. And fourth, with character education, the students become more respectful, learn to be curious, communicative, responsible, and care for the environment.

#### Contribution/value

The concept enhances students' critical thinking, active participation, collaboration, and innovation through technology, enabling them to solve problems efficiently and adapt quickly to changes.

### Article History

*Received: 07-04-2024*

*Accepted: 26-05-2024*

*Published: 27-06-2024*

### Keywords:

*Concept Map;*

*Independent Learning;*

*Golden Generation 2045*



**This work is licensed under a** [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

## **INTRODUCTION**

Learning is an activity to gain knowledge. Learning can be done by all human beings whenever and wherever they are. Learning can be interpreted as a process of behavior change that occurs and is caused by a result of practice or experience. Learning is an activity that intentionally modifies various conditions, which are directed at achieving a goal, namely the achievement of educational goals (Febriana, 2019). National education has a purpose to develop children's potential to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Thus, the task of educators is not only able to teach, but educators can develop the potential of students and understand their characteristics so that creative and innovative students are realized and useful for the nation.

The independent learning program is used as a form of policy adjustment to restore the essence of assessment that is increasingly being forgotten in the education world. So independent learning is the beginning of the idea to improve the nation's education system which seems monotonous. The freedom to learn is one of the programs to create a learning atmosphere in schools that is fun and exciting for both students and teachers. That's why the tag is free to learn. This is due to the complaints of parents on the national education system that has been implemented so far. One of the complaints was about students who were pegged to certain values (Kusumaryono, 2020).

In the world of education, the concept of independent learning is used as an alternative solution for a change from the paradigm of the education system itself, which begins with student-centered learning. The freedom in thinking is the essence of the implementation of independent learning so that it will give birth to students who are critical, innovative, and happy (Anggraini & Erfandi, 2020). The concept of independent learning emphasizes the independence and flexibility of educational institutions in exploring maximally the abilities, intelligence, and potential of students in a flexible, natural, fun, and democratic way. In another world, independent learning has a goal namely to improve joyful happy education, which is the true teaching of education. The concept of fun learning can be done with a safe, peaceful and comfortable learning atmosphere where teachers, students, and parents can interact educatively and synergistically in the learning process (Bahar & Sundi, 2020). Therefore, educational activities must be created through an innovative, creative learning atmosphere so that students learn according to their abilities and potential. In addition, they can be more independent in learning activities and provide more opportunities for them to construct knowledge independently.

The phenomenon that occurs in the field is that the implementation of the free learning policy is not completely evenly distributed and cannot be implemented due to various existing problems. Therefore, the factor of preparing human resources and supporting facilities is an important factor in influencing the independent learning policy. It has contributed to providing solutions and changes to the education culture in Indonesia (Nanda et al., 2020). Therefore, education level unit starting from elementary schools to tertiary institutions seek to adjust the applicable curriculum programs so that national education goals are still achieved.

Based on the above study, the concept of independent learning in the author's opinion can be assumed as an effort to create a learning environment that is free to express and free from various pressures but is a fun learning activity. Thus, the teachers have the freedom to maximize learning to achieve national education goals. The concept and implications of independent learning in educational institutions inspired the author to describe a concept map of independent learning to prepare the golden generation 2045.

## LITERATURE REVIEW

### Independent Learning

Independent Learning is a form of policy adjustment to restore the essence of assessment that is increasingly forgotten. The concept of Independent Learning is to return the national education system to the essence of the law to provide schools with the freedom to interpret the basic competencies of the curriculum into their assessments (Sherly et al., 2021). The Independent Curriculum is a curriculum that contains diverse intracurricular learning, in this curriculum the content is more optimal so that it provides more time for students so that they are more free to explore concepts and skills and strengthen competencies (Pertiwi et al., 2023).

The launch of independent learning is one of the programs presented by the Ministry of Education and Culture, namely the driving school program. This school program is intended to facilitate each school in creating a generation of lifelong learners who have the personality of Pancasila students. On the other hand, this is a package of government initiatives in reforming the quality of education (Syafi'i, 2023).

### Golden Generation

The Golden Generation 2045 is an ambitious concept that pursues the ideal of having a future generation that has a strong, creative character, and is able to adapt to changes in the social and technological environment. Innovation in education is the main key to achieving this goal (Hartinah et al., 2024). In preparing the golden generation, education is needed that has a perspective towards the future in order to create a generation of Indonesian society that is qualified, advanced, independent and modern (Hartinah et al., 2024).

Development needs to cover various dimensions, namely social, cultural, economic, and political. The education process prepares the golden generation with education based on the values of honesty, courage, and a sense of justice as a process of humanizing humans, so that this process produces a golden generation with Pancasila character based on national culture (Abi, 2017). The golden generation of Indonesia in question is a generation that has superior characteristics, including energetic, multi-talented, active, and spiritual. They are the hope for Indonesia's future which will be bright and superior in all fields of science and technology in 2045. Quality education and strong character are the keys to creating this golden generation, with a focus on balanced intellectual, spiritual, and moral development (Ratri et al., 2024).

## METHOD

The method used in this research is a qualitative method with a literature study technique. The data collection technique used is a review study of books, journals, and articles that related to the research topic. The step in the literature study is that the author determines the topic of the problem then the author conducts a theoretical study that is related to the topic of this research. In the search for the theory, the author collects information from the literature such as library sources obtained from books, journals, articles, results of the research, and other appropriate sources. After getting the relevant information, then it is arranged regularly for use in research.

## RESULTS

### 1. Free Learning Education Program

The independent learning education program consists of four main policies, including the national standardized school examination, national examination, learning implementation plan,

and zoning regulations for admission of new students. When examined from the main content of the policy of independent learning. More emphasis is placed on primary and secondary education levels, although further developments also have dimensions at the tertiary level, namely through the independent campus program.

The implementation of exams held by educational units or schools and national exams. In particular, explained that exams organized by schools are a form of giving scores obtained from learning outcomes in the education unit. It aims to assess the competency standards of graduates for all subjects to be achieved. Thus, teachers and schools can assess student learning outcomes according to the actual. In 2021 the national exam will be replaced with minimum competency assessment and character survey. This assessment is intended to measure how far the ability of the student to be able to reason in the language and literacy used the ability to reason using mathematics or numeracy and strengthening character education. Therefore, the teachers can use and develop lesson plans independently to achieve student learning success at school. The lesson plan used can be adjusted to the existing provisions. However, the regulation for admission of a new student is still used as a zoning system, which in its implementation is more flexible to be able to accommodate inequality in access and quality in various regions. So the region has the authority to determine the zoning area (Kusumaryono, 2020).

## 2. Implementation of Free Learning

To implement the independent learning program, it is necessary to transform the school curriculum and learning; transformation of national education management, and transformation of regional education management and school autonomy (Dharma & Sihombing, 2020). In addition, the implementation of the independent learning policy is carried out through strengthening the technology-based learning process that has been owned by the school. The first strengthening is done through strengthening the school's internal curriculum which refers to the policy of independent learning in educational institutions. The second reinforcement is by conducting learning patterns based on web learning or asynchronous online learning (Mardiana & Umiarso, 2020). In the practice of online learning through an independent learning-based curriculum, education has an important role, namely not only providing material but also character education and which is a very important use for student behavior, using educators not only providing material for free but can provide examples to students, so that they can be dedicated and innovate in the independent learning curriculum.

Freedom to learn is an idea design by the ministry of education and culture to form superior human resources (HR) by prioritizing character education. The goals are to create students who are critical, creative, collaborative, and skilled (Widiyono & Irfana, 2021). They all are one of the project-based learning models (Susanty, 2020). Project-based learning is meant to be learning that focuses more attention on students to conduct in-depth research on a particular topic. The hope is that with this independent learning, the students can participate optimally so that their learning outcomes increase. Technology in education has an important role. This phenomenon can be seen in how the implementation of the independent policy is implemented to provide freedom for students to innovate and learn independently at school (Widiyono & Millati, 2021).

## 3. The Concept of Free Learning

The concept of independent learning has benefits that can be felt by students such as increasing interest in learning, increasing integrated literacy and numeracy skills. In addition, the concept of independent learning is meant to be a free concept and teachers are given the freedom to explore the potential of their students to the fullest by adjusting the interests, talents, and tendencies of each student. With a concept like this, education in Indonesia is expected to be of higher quality and able to have a positive influence directly or indirectly on the progress of

the nation (Mustaghfiroh, 2020). Not only students but the benefits are also felt by teachers themselves. They can provide a sense of freedom during the learning process where teachers can make them free to think, free to be creative, free to imagine, and free to express themselves. To create an independent learning strategy, teaching activities are carried out which emphasize more on skills to think critically, analyze, compare, generalize, predict, and formulate a hypothesis. In addition, students can also dig deeper to think divergently and they can solve problems during learning activities (Bahar & Sundi, 2020).

In this concept, the teacher’s understanding of the use of a learning implementation plan is also important so that they can see firsthand the impact of changes that occur whether the simplified implementation plan can answer existing problems. So that the teachers can improve in making it optimally, various ways can be done such as reading, participating in discussion activities, discuss with colleagues, mentoring by school supervisors, and school principals (Jayanta & Agustika, 2020). Therefore, the teachers are required to innovate in learning. The example is model design, learning method, making learning activities fun and meaningful, and motivating students is not an easy thing. They must work hard in creativity to anticipate various problems that come.

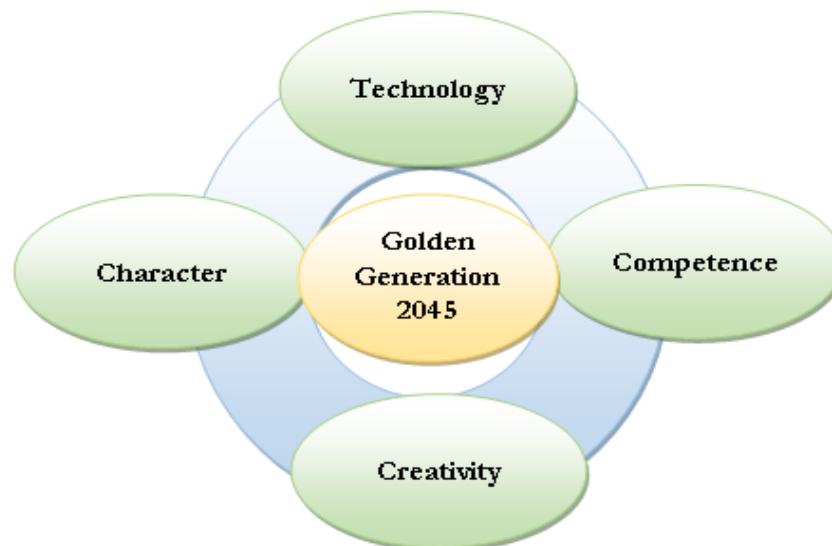
#### 4. The Concept Map of Independent Learning to Prepare the Golden Generation 2045

Independent learning is a concept that gives freedom to teachers and students to determine how the learning process in the classroom. The purpose of this program is to create fun teaching activities because education in Indonesia has placed more emphasis on knowledge than the skill aspect. Still from her that this concept is the right step to achieve an ideal education that is by following per under current conditions to prepare a generation that is tough, intelligent, creative, and that generation has character by following per under the values of a nation.

To welcome the arrival of the golden generation of Indonesia, it is necessary to develop an education in the future perspective, namely to create a quality, advanced, independent, and modern Indonesian society, and to increase the dignity of the nation. Therefore, the role of teachers in educating students in schools is very important to prepare smart superior generations. It can be interpreted that teachers are the key of education because they are referred to as the pearl of agents of change, namely agents of change to get Indonesian people who are religious, intelligent, productive, reliable, and comprehensive to use extraordinary learning services to their students so that the golden generation 2045 is realized (Suhardi, 2017). The following is a table and a picture of the concept map of independent learning to prepare the golden generation 2045.

**Table 1.** Values of the golden generation 2045

<b>No.</b>	<b>Aspect</b>	<b>Values</b>
1.	Technology	critical, active, capable, collaborative, and innovative
2.	Competence	experience, knowledge, work fast, problem-solving and adapt well
3.	Creativity	productive, smart thinking, teamwork, and quick to adapt to changes
4.	Character	respect, learn to be curious, communicative, responsible, and care



**Figure 1.** The concept map of independent learning to prepare the golden generation 2045

## DISCUSSION

The concept of independent learning that has been launched by the Minister of Education is a learning concept that requires students to learn freely, meaning free from pressure and too many assignments from school and it causes them to become stressed. Thus, this concept is one of the government's efforts to create a golden generation that is tough, has character, and is cheerful. This generation in question is a generation that can adapt to change and a generation that can use technological advances. The concept map of independent learning has four aspects that can be used as a basis in preparing the golden generation 2045, are technology aspect, competent aspect, creative aspect, and character aspect.

In the technology aspect, the students are provided with technology-based learning. The use of technology today is a must for them and it can't be rejected because the technology is used as a tool or supporting media in school, especially in the field of educational technology. As explained that the education technology is a system used by educators to support learning so that the desired results can be achieved optimally (Widiyono & Millati, 2021). The sophistication and development of technology are also followed by the human ability to subdue technology itself (Joenaity, 2019). Thus, the use of learning technology plays an important role in preparing intelligent and superior generations.

The second aspect is competence. The competence of students is needed where those who have competencies such as knowledge, skills, and attitude are needed to support future success. The students who have extensive experience and knowledge will be able to adapt well to the environment and changes. Those who have good skills will be able to complete work quickly and be able to compete globally. In addition, the attitude and behavior of students are also very important because a quality generation has goals and acts according to the goals to be achieved.

The development of technology and information requires a person to have high creativity. One alternative to be creative is that the generation must be technology literate and even able to master it for later use in everyday life. The result of technology development requires future generations to continue to innovate in various fields. To be able to develop creativity, the students must have the opportunity to express the ideas that are in their minds. This of course must be done now so that this generation has high creativity. They can recognize how the creative process occurs so they can develop it optimally. Here, the role of the teachers in educating is very important. Teachers in providing treatment to students in learning need to be

adjusted to the level of creative thinking skills possessed by students so that their development is maximized (Nanda et al., 2020). Thus, the teachers need to prepare themselves as well as possible in learning. The students are expected to be more active in practicing their creative thinking skills to be able to solve every problem they face in learning.

The next aspect is character. The teachers have an important role in building and shaping the character of the golden generation in Indonesia. They must work hard to be more creative, innovative, and inspiring in teaching in schools. For teachers to adapt to the program launched by the government regarding the emergence of Indonesia's golden generation in the next ten or twenty years, the government must provide opportunities for access to higher education for them. It is important for education to make changes such as mindsets to welcome the new generation of 2045. Education is not only interpreted as transferring knowledge but education must be equipped with character. This balance between academics and character is very much needed and prepared from now on (Darman, 2017). So, to prepare the new generation in 2045, it is necessary to prepare aspects of mastering technology, having a good competence, high creativity, and character education for students.

## CONCLUSION

The golden generation is the generation that can adapt to change and the generation that can use technological advances. The concept of independent learning has four aspects that can be used as a basis, are technology, competence, creativity, and character. First, the use of technology will make students more critical, active, capable, collaborative, and innovative. Second, the competence of students is needed at the moment. With that competence they have experience, knowledge, they can work faster, problem-solving, and they can also adapt very well. Third, the creativity of students will make them more productive, think smart, good work in a team, and they can fast adapt to changes. And fourth, with character education, the students become more respectful, learn to be curious, communicative, responsible, and care for the environment.

## REFERENCES

- Abi, A. R. (2017). Paradigma membangun generasi emas Indonesia tahun 2045. *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan*, 2(2), 85-90.
- Anggraini, F. S., & Erfandi, E. (2020). Implementasi Merdeka Belajar di Era New Normal dan Paradigma Konstruktivisme. *Transforming Multidimensional Aspects via Islamic and Social Education*, 278–292. <https://prosiding.confrencenews.com/index.php/icisei/article/view/27>
- Bahar, H., & Sundi, V. H. (2020). Merdeka Belajar Untuk Kembalikan Pendidikan Pada Khittahnya. *Seminar Nasional Bahasa dan Sastra Indonesia*. Proiding Samasta, Jakarta. <https://jurnal.umj.ac.id/index.php/SAMASTA/article/view/7155>
- Darman, R. A. (2017). Mempersiapkan Generasi Emas Indonesia Tahun 2045 Melalui Pendidikan Berkualitas. *Jurnal Edik Informatika*, 3(2), 73–87. <http://dx.doi.org/10.22202/jei.2017.v3i2.1320>
- Dharma, E., & Sihombing, H. B. (2020). Merdeka Belajar: Kajian Literatur. *Konferensi Nasional Pendidikan*, 183–190. <https://urbangreen.co.id/proceeding/index.php/library/article/view/33/33>

- Febriana, R. (2019). *Kompetensi Guru*. PT Bumi Aksara.
- Hartinah, S., Patimah, L., Faruk, A., Zulkarnain, F., Mardikawati, B., & Prastawa, S. (2024). Inovasi Pendidikan Berkarakter Menciptakan Generasi Emas 2045. *Journal on Education*, 6(2), 13230-13237. <https://doi.org/10.31004/joe.v6i2.5177>
- Jayanta, I. N. L., & Agustika, G. N. S. (2020). *Pemahaman Guru Sekolah Dasar Terhadap Kebijakan Rencana Pelaksanaan Pembelajaran Merdeka Belajar* [Seminar Nasional]. Seminar Nasional Riset Inovatif, Undiksha. <https://eproceeding.undiksha.ac.id/index.php/senari/article/view/2152>
- Joenaidy, A. M. (2019). *Konsep dan Strategi Pembelajaran di Era Revolusi Industri 4.0*. Laksana.
- Kusumaryono, R. S. (2020). *Merdeka Belajar. Direktorat Jenderal Guru Dan Tenaga Kependidikan*.
- Mardiana, D., & Umiarso, U. (2020). Merdeka Belajar di Tengah Pandemi COVID-19: Studi di Sekolah Menengah Pertama di Indonesia. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 13(2), 78. <https://doi.org/10.31332/atdbwv13i2.1896>
- Mustaghfiroh, S. (2020). Konsep Merdeka Belajar Perspektif Aliran Progresivisme John Dewey. *Jurnal Studi Guru Dan Pembelajaran*, 3(1), 7. <https://doi.org/s://doi.org/10.30605/jsgp.3.1.2020.248>
- Nanda, A., Randi, S., & Subaidah. (2020). *Implementasi Prinsip-Prinsip Merdeka Belajar Bagi Calon Konselor*.
- Pertiwi, I., Marlina, L., & Wiyono, K. (2023). Kajian Literatur: Implementasi Kurikulum Merdeka di Sekolah-Sekolah Penggerak. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 7(3), 1364-1372. <http://dx.doi.org/10.35931/am.v7i3.2548>
- Ratri, T. M., Muhtar, T., & Herlambang, Y. T. (2024). URGENSI PEDAGOGIK MULTILITERASI DALAM MEMBANGUN GENERASI EMAS 2045 YANG BERKARAKTER: URGENSI PEDAGOGIK MULTILITERASI DALAM MEMBANGUN GENERASI EMAS 2045 YANG BERKARAKTER. *Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah*, 14(1), 110-119. <https://doi.org/10.23969/literasi.v14i1.9351>
- Sherly, S., Dharma, E., & Sihombing, H. B. (2021). Merdeka belajar: kajian literatur. In *UrbanGreen Conference Proceeding Library* (pp. 183-190). <https://proceeding.urbangreen.co.id/index.php/library/article/view/33>
- Suhardi, D. (2017). *Peta Jalan Generasi Emas Indonesia 2045*. Kementerian Pendidikan dan Kebudayaan.
- Susanty, S. (2020). Inovasi Pembelajaran Daring Dalam Merdeka Belajar. *Jurnal Ilmiah Hospitality*, 9(2), 157–166. <https://doi.org/10.47492/jih.v9i2.289>
- Syafi'i, F. F. (2022). Merdeka belajar: sekolah penggerak. In *Prosiding Seminar Nasional Pendidikan Dasar*. <https://ejurnal.pps.ung.ac.id/index.php/PSNPD/article/view/1049>
- Widiyono, A., & Irfana, S. (2021). Implementasi Merdeka Belajar Melalui Kampus Mengajar Perintis di Sekolah Dasar. *Jurnal Pendidikan Ke-SD-an*, 16(2), 6. <https://doi.org/s://doi.org/10.17509/md.v16i2.30125>



Widiyono, A., & Millati, I. (2021). Peran Teknologi Pendidikan dalam Perspektif Merdeka Belajar di Era 4.0. *Journal of Education and Teaching (JET)*, 2(1), 1–9. <https://doi.org/10.51454/jet.v2i1.63>