Conference Paper

Freedom Learning in University (MBKM): Strengthening Social Studies Curriculum Through Critical Pedagogy

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Abstract.

The emergence of society 5.0 era opens opportunities as well as challenges that are increasingly complex for the education world existence and progress with information and communication technology (ICT) support in learning process which is expected to be able to produce students who are adaptive to social changes around them. A lack of relevant curriculum regarding access to learning and technology is also still a challenge for the education world. The education system and social studies curriculum in Indonesia must improve to be able to adapt to science and technology development in this society 5.0 era through a critical pedagogical theory approach. The paper aims to contribute visible ideas on strengthening the social studies curriculum through critical pedagogy in the MBKM context. The research method used is qualitative with a literature review that is relevant to the social studies curriculum through critical pedagogy in the MBKM context. The analysis results show that strengthening the social studies curriculum through critical pedagogy in the MBKM context is by implementing the significant learning models and providing space for developing student competencies.

Keywords: critical pedagogy, freedom learning, MBKM, social studies curriculum

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1. Introduction

The rapid development of science and technology in this society 5.0 era has a significant impact on human life today. This development is demonstrated through digitizing massive online media-based technologies with various multivariate innovations as critical thinking result and human creativity so as to enhance connectivity between people globally and cause disruption in various areas of human life, including the education sector which is directly recreational [1]. The science and technology development is inseparable from the human history thought in its civilization through education which views that humans are creatures as image of God who are endowed with reason to live

and develop their lives on earth [2]. As we all understand, education is a conscious and planned effort to realize a learning process that aims to develop students potential so that they have values and skills for survival in society towards a better life in the future [3].

Starting from this understanding, education needs to get serious attention from the government in order to achieve its goals and be able to adapt to developments in science and technology. Education is the main component that plays an important role in realizing progress of a country and as a benchmark for achieving a better human development index [4]. However, in reality education quality in Indonesia is still faced with thorny problems in macro and micro spheres, namely a curriculum that is minimally socialized and complicated, access to education is not evenly distributed, lecturer allocation, low lecturer competence, relatively expensive education costs, monotonous learning methods, inadequate learning facilities and infrastructure, and low student achievement, including the low ability of students to think critically [5]. Referring to evaluation results of Program for International Student Assessment (PISA) in which one of tests carried out was a critical thinking ability aspect, it shows that in 2012 Indonesia was ranked 64th out of 65 countries, then in 2015 it was in 62nd position out of 70 countries, and in 2018 Indonesia was in 71st position out of 77th countries [6].

Responding to these problems, the education system and social studies curriculum in Indonesia must improve in order to be able to adapt to science and technology development in this society 5.0 era through a critical pedagogical theory approach. The presence of critical pedagogy philosophy thought effectively addressed various practices of dehumanization or alienation in modernization process and provided constructive criticism of science and dominant social system at that time [7]. From this, the presence of philosophy in education was inspired, which is known as critical pedagogy [8]. This critical pedagogical thinking is relevant to Freedom Learning in University (MBKM), especially for social studies curriculum which is trying to create space to identify and analyze all potentials possessed by students freely (constructivism) and critically in order to realize social transformation process [9]. Critical pedagogy thinking applies critical, creative, and active thinking patterns to students in pursuing learning process so that it is relevant to strenghtening social studies curriculum in MBKM curriculum context [10]. The social studies curriculum in MBKM curriculum context should be accommodate local wisdom, local community culture, and socio-economics so that it can provide space for students and lecturers to develop learning that is flexible, innovative, active, and independent. This shows that social studies curriculum can be strengthened through critical pedagogy, because the critical pedagogy as a philosophical thought is

relevant to change society in a better direction that can be utilized in order to achieve a prosperous society through education that frees students to link knowledge with the praxis of human life technically, factually, and emancipatoryly [11].

Quoting Freire's statement which states that critical pedagogy has a very clear goal, namely changing education and society reality which aims to address inequality among the oppressed [12]. The presence of critical pedagogy thinking not only changes education and society, but also provides space for every citizen or individual to make a significant contribution in applying science and technology to advance the society life, nation and state [[13]. Critical pedagogy is synonymous with Plato's dialectical style which emphasizes efforts to build the basis of a stable social order in the midst of intense political upheaval in a country at that time caused by the instability of human understanding as a leader towards of distributive justice implementation, so that the dialectic was born as a criticism form of oligarchic and tyrannical power that shackles the freedom of human thought and expression [14].

Based on the problems background described above the research problem is how to strengthening social studies curriculum through critical pedagogy in MBKM curriculum context? The writing purpose of this article is to contribute ideas to strengthening social studies curriculum through critical pedagogy in MBKM curriculum context.

2. Literature Review

Critical Theory of the Frankfurt School historically emerged as a critique of Karl Marx's thought which was influenced by three main thoughts, namely Hegel's philosophical idealism, Karl Marx's philosophical thought, and Freud's psychoanalysis so that it is classified as a school of thought of Neo-Marxism [15]. Critical theory was initiated by figures who were members of a research institute at the University of Frankfurt, later known as Die Frankfurter Schule or the Frankrut School with a background in its establishment influenced by the Bolshevick revolution and the failures of revolutions in Central Europe, especially in Germany [16]. Citing notes written by Freud Rush. the figures belonging to the Frankurt school consist of three main generations, namely Max Horkheimer, Friederich Pollack, Harbert Marcuse, and Theodor Adorno as the first phase of critical theory, figures of the second phase in the development of critical theory, namely Jurgen Habermas who later in his development became the central shop of social, political and philosophical thought [17].

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Critical pedagogy according to Paolo Freire is a stimulation given to increase aware-ness among oppressed people in responding to or preventing structural oppression. So that through this critical pedagogy it is hoped that it can encourage dialogue and develop critical awareness related to efforts to uphold justice in society. Freire (1921–1997) put forward the term "banking concept" in his Pedagogy of the Oppressed, which criticized the education system as a "banking concept", which prioritized students as a forum for knowledge and the role of educators was to fill this container. Education should focus on increasing awareness and collaboration between lecturers and students to achieve a greater humanization process. Critical pedagogy is a teaching philosophy that invites lecturers to help students think about how power and oppression work in society [19].

Therefore, critical pedagogy views teaching as an inherently political act, rejects the neutrality of knowledge, and asserts that the issue of social justice and democracy itself is not separate from the act of teaching and learning in schools [20]. This means that

critical pedagogy aims to develop students' awareness of the environment and society in which they live and equip them with the ability to fight imbalances in power and justice through key concepts in education, namely critical thinking and critical literacy [21]. In addition, critical thinking and literacy developed in education will encourage students to have a sensitivity to human rights to strive to develop whole humans in terms of personality and respect for individual fundamental freedoms related to their relationships in the community in which they live [16].

3. Method

The method used in writing this article is a qualitative research method using library research approach through a review of literature that is relevant to social studies through critical pedagogy in MBKM context. The literature review purpose is to produce a comprehensive study addressing issues studied in relation to strengthening social studies curriculum through critical pedagogy in MBKM context. Data collection in this literature study is carried out by finding and constructing relevant literature sources such as books, journals, proceedings, and previous research result, then the literature that has been obtained is critically and in-depth analyzed according to the article title to be written [22]. Referring to Sugiyono the steps in conducting a literature review include: a) Poblem determining variables to be studied; b) Finding relevant literature sources; c) Determine of literature used as a reference list relating to the topic to be written; d) Comparing the problem variable with the problem solving theory from a predetermined list of references; e) Study and mark important points related to the variables to be studied; f) Synthesize and paraphrase references to be used in writing articles; g) Include a quote from the theory used in this article reference list based on the required writing conventions [23].

4. Result and Discussion

The first strengthening of social studies curriculum through critical pedagogy in MBKM context is carried out on the principles, objectives, and significant learning models that will be outlined in order to develop significant learning models for students. At first glance, looking at the definition and scope, critical pedagogy is a method used to address marginal educational contexts that have been neglected so far through the transformation of school culture by facilitating dialogue space between lecturers and students in the learning process so that students can explore their surroundings

and construct initial knowledge that is previously owned by the reality it encounters in the field [24]. This exploratory ability encourages a person to think beyond the limits of his experience to carry out critical dialogue with his lecturer and peers about the objects encountered in order to carry out his responsibilities as knowledgeable beings and have a future [25]. Considering this, educators and students should understand the context of discursive formation and the relationship between knowledge and the surrounding environment, both in the school environment and in the community so that they can support the realization of active participation of students in constructing their social knowledge so that they can continue to be encouraged to take various collective actions. based on the principles of justice, social, equality, and empowering the community in which he lives and relates [26].

The above shows that within the scope of critical pedagogy, students who are considered successful in learning are not only filled with a variety of knowledge, but students have the ability to think critically to analyze, criticize, and question not only the material they learn, but also the material in the context they are learning. live so that they can improve themselves, strengthen democracy, create a more just society in the process of progressive social change [27]. In practice, critical pedagogy in social studies curriculum development process in the context of providing critical dialogue space for students has principles, objectives, and approaches that can be described through the following chart [28]:
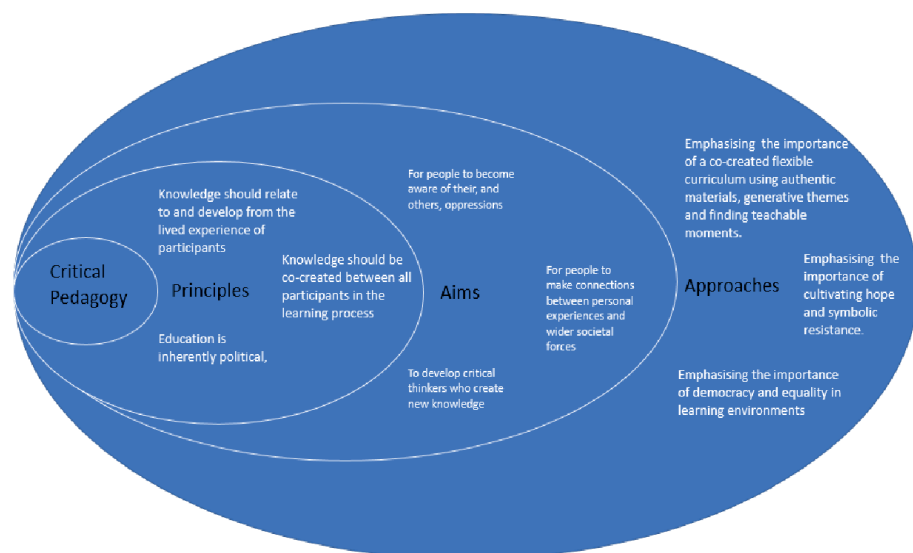
Figure 1: The Principle, Purpose, and Critical Pedagogy to Strenghtening Social Studies Curriculum in MBKM context.

The chart above shows that the principles, goals, and critical pedagogy are lecturer conceptualization in understanding students more openly and encouraging them to be critical of the relational dynamics between lecturers and schools, students and schools, lecturers and students, lecturers and society, students with society, and all other relational elements that have a significant impact on the social relations scope [29]. Thus, critical pedagogy provides space for social relations between individuals in society which results in social construction and influences emotional and cognitive ties within it [30]. Considering this, it is appropriate that social studies curriculum in MBKM context needs to accommodate students' abilities in constructing their social relations and behavior in society so that they can contribute as problem solving agents (problem solvers).

It is understood that critical pedagogy does not only offer new ways for educators to accommodate students' critical thinking abilities, but also facilitates them with a variety of life skills and practical knowledge needed to relate in their social environment so that they are able to actively participate responsibly, responsible for advancing the community in which he lives [31]. The school of educational philosophy of critical pedagogy which assesses objects or reality critically, is relative based on the perspective of each student. Epistemologically, the correlation between students and reality is something that cannot be separated and is subjective in the process of finding knowledge. Critical pedagogy offers a variety of new perspectives through exploration of problems encountered in a straightforward, flexible and independent manner based on realities in the field and encourages students to observe, understand, analyze and interpret data with a high degree of accuracy. Thus, it is clear that critical pedagogy has positive implications for the MBKM curriculum where this curriculum has opened up space for students to have the hard skills and soft skills needed by the world of work, are flexible, have broad insights, leadership abilities and various other relevant competencies aimed at answer HR problems in the industrial world and advances in science and technology [32].

Referes to MBKM curriculum is a program that facilitates tertiary institutions in order to improve human resources by equipping students to become graduates who are proficient and professional in the science and technology field, have character, and are able to face the challenges of the world of work in this society 5.0 era [33]. The implementation of activities around MBKM Curriculum is contained in Permendikbud No. 3 of 2020 chapter 15, verse 1, which can be described in the chart below [34]:

Figure 2: MBKM Curriculum Implementation. Reference: (Pahru, et al., 2022, p. 2537).

The MBKM curriculum provides opportunities as well as challenges to develop capacity, personality, creativity according to students' skills, as well as developing independence in seeking and finding knowledge through realities and field dynamics such as social interaction, collaboration, self-management, ability requirements, real problems, performance demands, targets. and achievements [35]. Observing at a glance the objectives and learning processes described above, one of the philosophical foundations used in MBKM is critical pedagogy, in which learning tends to be student centered (student centered learning) and the learning process is autonomous and flexible in a higher education environment with a culture innovative and independent learning tailored to the needs of students [36]. This further encourages tertiary institutions to be more adaptive to the world of work and accelerate innovation in terms of curriculum, research and community service as well as train students to be more adaptive in facing learning changes in the current digital era [37]. So that through the above thoughts, it is necessary to strengthening MBKM curriculum of social studies learning model, namely by implementing the Significant Learning Model which includes six stages of learning, namely Foundational Knowledge (FK), Application (A), Integration (I), Human Dimension

(HD), Caring (C), and Learning How to Learn (LL) which provide space for students to continue learning in the future more effectively and meaningfully [38].

Furthermore, strengthening social studies curriculum through critical pedagogy in MBKM curriculum context is carried out by providing space for students to develop their competencies in terms of critical thinking, creativity and collaboration. Critical thinking is thinking ability needed by students in dealing with learning in this society 5.0 era where this thinking ability uses in-depth reasoning to obtain relevant, accurate and contextual information as material for consideration in solving problems [39]. This statement can be explained that students need to be equipped with critical thinking competencies as a means of solving problems and making decisions through proper analysis and argumentation based on the scientific facts they find in the field. Problem solving in question can be observed when students try to understand a problem in depth based on findings in the field, then they try to argue or argue that are different from other people's opinions in general, so that they will be trained to solve problems logically and accurately to the interesting stage. conclusions and recommendations according to the context of the problem being analyzed. So, critical thinking competence is the ability to think that uses in-depth reasoning to obtain relevant information or knowledge and is able to make correct and appropriate conclusions or decisions. In line with the thoughts above, Paramitha (2021) states that critical thinking competencies enable students to process information logically and prepare themselves to learn independently so they can solve the problems they face appropriately [40].

Thus, when students master critical thinking competencies, it is expected that they will be able to determine important, relevant, and useful information, including educators can design learning models and determine the application of appropriate learning strategies and be able to accommodate the development of students' critical thinking skills. As for indicators of critical thinking competence [41], namely the students abilities to: a) Understand and express the intent of a situation, data, assessment, rules, procedures, or various criteria (interpretation); b) Clarifying conclusions based on the relationship between information and concepts, with questions in the problem (analysis); c) Assessing the credibility of a statement or other representation of a person's opinion or assessing a conclusion based on the relationship between information and concepts, with questions in a problem (evaluation); d) Identify the elements needed in making rational conclusions, taking into account the variety of information relevant to a problem and its consequences based on existing data (inference); e) State one's reasoning when giving reasons for the justification of a proof, concept, methodology, and logical criteria

based on existing information or data, where this reasoning is presented in the form of an argument (explanation).

The next competency development space for strengthening social studies curriculum for students through critical pedagogy in MBKM context is creativity. Referring to the results of Gilford & Torrance's research in Filsaime creativity is synonymous with creative thinking, namely fluency, flexibility, originality, and elaboration [42]. According to Guilford in Filsaime , the fluency referred to here is the ability to create a set of ideas with the assumption that the more ideas generated by students, the more likely students are to obtain a significant idea so as to be able to spark many ideas, answers, solving problems or questions [43]. With these significant ideas, creative students are able to provide many ways or suggestions for solving problems when faced with situations and conditions of problems around where they live. Flexibility is the ability of students to overcome challenges and change approaches to a problem with a variety of ideas, answers, or questions that vary from different perspectives. Originality or authenticity is the students ability to express uniqueness which is shown by an unusual, unique, and rare response that encourages a person to find a combination of thoughts that are unusual or outside the thinking of other people in general. Elaboration or detailing the students ability to describe the context of an object being observed so as to enrich the development of a particular idea or thought.

Strengthening social studies curriculum through critical pedagogy in MBKM context to develop students' competencies, namely collaboration. Collaborative competence is ability to build relationships and participate with others in various activities and across cultures so that each member of the team can appreciate the achievements of each member so that they can achieve goals according to a mutual agreement [44]. When students are able to master collaboration competence, they will be able to appreciate differences in interacting, participating in discussions, accepting criticism or suggestions, and being willing to support others. Collaboration skills are very important for students so that they can train them to work together and build their social skills to relate to the community. These competencies can be carried out through Project Based Learning (PrBL) activities that are integrated with the social context where students live which are adapted to the learning outcomes of social studies being studied.

5. Conclussion

Based on the discussion above, the analysis results show that strengthening social studies curriculum through critical pedagogy in MBKM context are by creating the

significant learning models and providing space for developing student competencies in critical thinking, creativity, and collaboration. Thus, through this article it can be contribute relevant thoughts to strengthening social studies curriculum in MBKM context in this society era 5.0.

Acknowledgements

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